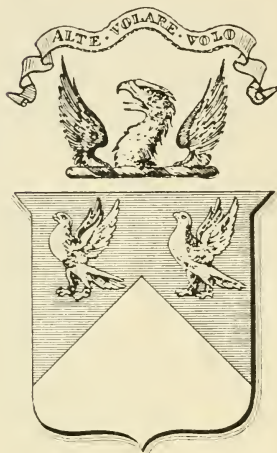


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STUDIES

IN

ENGLISH HISTORY

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THE ITHACA HIGH SCHOOL

BY

D. C. KNOWLTON, A.B.

INSTRUCTOR IN HISTORY

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PREFACE.

These studies are not meant to take the place of the text-book, but are to be used as a guide to further reading. References to three of the leading text-books have been inserted at the end of each reign or period. The bibliography is suggestive rather than exhaustive. Extended references to constitutional histories have not been given, although some of the best of these have been mentioned in the bibliography. It is hoped that these studies may stimulate the student's interest and assist in fixing the more important facts in English History.

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3. Temperature.
4. Rainfall.
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6. Adaptability to settlement and growth.

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1. Purpose.
2. Pytheas c. 330 B. C.
3. Gauls and Belgians.
4. Results—European knowledge of Britain.

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1. His campaigns.
2. His account of inhabitants.
 - (a) Number and distribution.
 - (b) Manners and customs.
 - (c) Industries and occupations.
 - (d) Government.
 - (e) Religion—Druidism.

Conquest of Britain—Aulus Plautius, 43-47 A. D.

1. Relations with Caractacus.
2. Extent of conquests.

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Suetonius, 58 A. D.

1. Destruction of Druidism.
2. Revolt of Boadicea.

Agricola, 78-84 A. D.

1. Conquests.
2. Nature of his government.
3. Roman walls.
4. Explorations.

Withdrawal of Romans, c. 410.

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Results of Roman occupation.

1. Effect on inhabitants.
 - (a) Government.
 - (b) Religion—Introduction of Christianity.
 - (c) Language.
 - (d) Mode of living.
2. Effect on land.
 - (a) Roman cities.
 - (b) Roads, forts, walls.
 - (c) Cultivation of soil.

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Saxon Britain.

Condition of England after withdrawal of Romans.

Invasions of Picts, Scots, Jutes, ^{Saxons} and Angles.

1. Original homes.
2. Nature of these invasions.
3. Appeal to Rome and results, 446.
4. Legend of Hengist and Horsa.
5. Early settlements.
6. Resistance and fate of Britons—Legend of Arthur.

References : Mont., §§ 66-76 ; Larned, §§ 7-8 ; Gard., pp. 26-29, 33-37 ; C. & K., pp. 28-32 ; Green, Vol. I, pp. 10-24 ; Robertson, pp. 17-22 ; Oman, pp. 14-20 ; Bright, Vol. I, pp. 1-3.

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1. St. Augustine, 597-604.
2. Synod of Whitby, 664.
3. Theodore of Tarsus, 669-690.
4. Political effect of introduction of Christianity.

Attempts to form a united kingdom.

1. Northumbria.
2. Mercia-Penda, 626-655.
3. Wessex-Egbert, 800-836.

English Society.

1. Classes and beginning of feudal system.
2. Government.
 - (a) Central Government—King and Witan.
 - (b) Local Government—Shire, hundred, township.
3. Administration of Justice.
 - (a) Compurgation and ordeal.
 - (b) Town, hundred, shire and king's courts.
4. Religion.
5. Literature.
6. Manners and customs.

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Alfred, 871-901. Hughes, *Alfred the Great* ; Pauli, *Alfred*, Chaps. II-VII.

1. Danish Wars—Treaty of Wedmore, 878.
2. Work as lawyer and educator.
3. Naval and Military reforms.

Athelstan, 925-940.

1. Territorial power—Brunanburh, 937.
2. Alliances with foreign princes.

Dunstan, 960-988.

1. Personal characteristics.
2. Early life.
3. His reforms.

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Ethelred the Unready, 979-1013.

1. Early relations with Danes.

- (a) Danegeld.

- (b) Massacre of St. Brice's Day, 1002.

2. Danish conquest—Svend, 1013-1014.

Cnut (the Great), 1016-1035.

1. His possessions. Putzgers, 17a.

2. How he governed—Godwine.

3. Death and Division of Empire.

Restoration of the Saxon Kings—Edward the Confessor, 1042-1066.

1. Early life and its influence.

2. Norman policy.

3. Relations with Godwine and Harold.

4. Relations with Duke William of Normandy.

Harold, 1066.

1. Claims of William of Normandy.

2. Norwegian invasion—Stamford Bridge.

3. Norman conquest.

- (a) Hastings or Senlac.

- (b) Changes effected by conquest.

1. In government.

2. In manners and customs.

3. In industries.

References : Mont., §§ 104-111, 113, 143-152, 175 ; Larned, §§ 22-25, 29-30 ; Gard., pp. 79-100 ; C. & K., pp. 56-70, 79-91 ; Smith, Vol. I, pp. 13-20 ; Green, Vol. I, pp. 113-150 ; Robertson, Chaps. VIII-IX ; Bright, Vol. I, pp. 15-27 ; Oman, Chap. V.

Norman England.

William I, (The Conqueror), 1066-1087.

1. Results of Hastings.

2. Relations with London.

3. Saxon Resistance—Hereward.
4. Relations with Scotland—Malcolm, 1072.
5. How he kept down the English.
 - (a) Confiscation of land.
 - (b) Castle building.
 - (c) Feudal Army.
6. How he kept down the Normans.
 - (a) Abolition of the great Earldoms and Scattering of Barons' Estates.
 - (b) Gemot of Salisbury, 1086.
 - (c) Militia reorganization.
7. Ecclesiastical policy—Lanfranc.
8. New Forest.
9. Domesday Book, 1085.
10. Death and Disposition of kingdom.

References : Mont., §§ 153-174 ; Larned, §§ 25-28, 31-33 ; Gard., Chap. VII ; C. & K., pp. 70-74 ; Smith, Vol. I, Chap. II ; Green, Vol. I, pp. 151-166 ; Robertson, Chap. X ; Bright, Vol. I, pp. 40-55 ; Freeman, *William the Conqueror* ; Montague, pp. 22-31, 33-39 ; Oman, Chap. VI.

William II, (William Rufus), 1087-1100.

1. Financial Policy—Ranulf Flambard.
2. Ecclesiastical Policy—Anselm.
3. Reunion with Normandy, 1096.
4. Death.

References : Mont., §§ 176-184 ; Larned, §§ 34-38 ; Gard., Chap. VIII ; C. & K., pp. 74-76 ; Smith, Vol. I, pp. 42-57 ; Oman, pp. 81-86 ; Green, Vol. I, pp. 166-168 ; Robertson, Chap. XI ; Bright, Vol. I, pp. 56-62.

Henry I, (Lion of Justice), 1100-1135.

1. Charter of Liberties.
2. English policy—Marriage with Matilda.
3. Struggle with the Church—Anselm. Montague, p. 37.
4. Financial and Judicial reforms.
5. Conquest of Normandy—Tinchebrai, 1106.
6. Disposition of the crown.

References : Mont., §§ 185-188 ; Larned, §§ 39-44 ; Gard., pp. 122-131 ; C. & K., pp. 76-77 ; Smith, Vol. I, pp. 57-71 ;

Oman, pp. 86-92 ; Green, Vol. I, pp. 168-185, 190-192 ; Robertson, Chap. XII ; Bright, Vol. I, pp. 63-76.

Period of Anarchy, (Stephen), 1135-1154.

1. Cause.

2. Results.

(a) Feudal Anarchy and Misery of England.

(b) Relations with Scotland—Battle of Standard,
1138.

(c) Treaty of Wallingford, 1153.

References : Mont., §§ 189-192 ; Larned, §§ 45-47 ; Gard., pp. 131-137 ; C. & K., pp. 77-79 ; Smith, Vol. I, pp. 71-75 ; Oman, pp. 92-96 ; Green, Vol. I, pp. 190-197 ; Bright, Vol. I, pp. 77-88 ; Stubbs, *Early Plantagenets*, Chap. II.

Plantagenet England.

Henry II, 1154-1189.

1. Checks on the power of Barons. Montague, pp. 41-42, 50.

(a) Scutage.

(b) Reorganization of Militia—Assize of Arms,
1181.

2. Relations with Becket—Constitutions of Clarendon,
1164. Hutton, *S. Thomas of Canterbury* ; Montague, 42-46.

3. Judicial Arrangements. Montague, pp. 47-50.

(a) Curia Regis.

(b) Assize of Clarendon.

(c) Circuit Court.

4. Norman conquest of Ireland, 1166-1172. Barnard, *Strongbow's Conquest of Ireland*.

(a) Early history of Ireland.

1. Early Inhabitants—Government—Religion.

2. Introduction of Christianity—St. Patrick,
432.

3. Golden Age, 465-795.

4. Northmen Invasion.

(b) Reasons for Norman interference.

1. Grant of Ireland to Henry.

2. Situation in Ireland—tribal quarrels.

- (c) Strongbow and Norman Knights in Ireland.
- (d) Visit of Henry II.
- (e) Results.
 - 1. Henry lord of Ireland.
 - 2. Introduction of Norman castles and method of fighting.
 - 3. Son John sent as Governor, 1185.
- 5. Family relations.
 - (a) Marriage with Eleanor—French possessions.
 - (b) War with Sons.
- 6. Financial policy. Montague, pp. 46-47.
 - (a) Saladin Tithe.
 - (b) Court of Exchequer.

References : Mont., §§ 209-229, 311, 319 ; Larned, §§ 48-54 ; Gard., Chap. X ; C. & K., pp. 93-107 ; Smith, Vol. I, Chap. IV ; Bright, Vol. I, pp. 89-114 ; Stubbs, *Early Plantagenets*, Chaps. III-V ; Green, *Henry II* ; Joyce, Part I, Chaps. VI, VIII, Part II, Chaps. III, V-IX, Part III, Chaps. I-IV ; Oman, Chap. VIII ; Green, Vol. I, Chap. II, § VIII ; Vol. II, pp. 891-899.

Richard I, (The Lion Hearted), 1189-1199.

- 1. Character.
- 2. Richard and Third Crusade.
 - (a) Purpose of Crusade.
 - (b) Desire for money and how met.
 - (c) Exploits of Richard in Palestine.
 - (d) Captivity of Richard and plots of John.
 - (e) Effects of Crusade on England.
 - 1. Financial.
 - 2. Growth of town liberties.
 - 3. Introduction of Eastern Culture.
- 3. Richard in France.

References : Mont., §§ 230-239, 312 ; Larned, §§ 55-57 ; Gard., Chap. XI ; C. & K., pp. 107-109 ; Smith, Vol. I, Chap. V ; Oman, pp. 114-122 ; Green, Vol. I, pp. 213-218 ; Stubbs, *Early Plantagenets*, Chap. VI ; Montague, p. 51 ; Bright, Vol. I, pp. 115-125.

John (Lackland), 1199-1216.

1. Character.
2. Loss of Normandy.
3. Quarrel with the church—Stephen Langton.
4. Magna Carta, 1215. Montague, pp. 53-57.
 - (a) Opposition of clergy and Barons and explanation.
 - (b) Council at St. Albans, its composition and action.
 - (c) Provisions of Magna Carta, *Old South Leaflets*, No. 5.
 - (d) Attempts to break Charter.

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Henry III, 1216-1272.

1. England during the minority—Reissue of Magna Carta.
2. Personal government of Henry III.
 - (a) Character of the King.
 - (b) Relations with foreigners.
 - (c) Relations with Church—The Friars.
3. Simon De Montfort and King. Hutton, *Simon de Montfort, and his cause*.
 - (a) Early career of De Montfort.
 - (b) Mad Parliament and Provisions of Oxford, 1258.
 - (c) Barons' War, 1263-1265.
 - (1) Cause.
 - (2) Lewes, 1264.
 - (a) Supremacy of De Montfort.
 - (b) Beginning of Parliament.
 - (3) Evesham—Fall of De Montfort, 1265.
4. King's old age—Influence of Prince Edward.

References : Mont., §§ 256-267 ; Larned, §§ 62-65 ; Gard., Chap. XIII ; C. & K., pp. 123-132 ; Smith, Vol. I, Chap. VII ; Oman, Chap. X ; Green, Vol. I, pp. 245-246,



266-304 ; Stubbs, *Early Plantagenets*, Chaps. VIII-IX ; Bright, Vol. I, pp. 141-170 ; Montague, pp. 58-63.

Edward I, 1272-1307.

1. King and Barons. Montague, pp. 64-65.
 - (a) Statute of *Quia Emptores*.
 - (b) Statute of *De Donis*.
 - (c) Statute of *Quo Warranto*.
2. King and Church—Statute of Mortmain, 1279. Montague, pp. 66-67.
3. King and Commerce.
 - (a) Wool trade.
 - (b) Expulsion of Jews.
4. King and Model Parliament, 1295—Confirmation of Charters. Montague, pp. 68-71.
5. King and administration of Justice—Statute of Winchester.
6. Relations with Wales, 1276-1284. Bradley, *Glyndwr*, pp. 68-81.
7. Relations with Scotland. Maxwell, *Robert the Bruce*, Chaps. II-VII.
 - (a) Award of Norham.
 - (b) Conquest of Scotland, 1296.
 - (c) Revolt of Wallace.
 - (d) Revolt of Bruce.

References : Mont., §§ 268-280, 316 ; Larned, §§ 66-74 ; Gard., pp. 208-224 ; C. & K., pp. 132-145 ; Smith, Vol. I, Chap. VIII ; Oman, Chap. XI ; Green, Vol. I, pp. 305-368, 385-395 ; Stubbs, *Early Plantagenets*, Chaps. X-XI ; Jenks, *Edward I* ; Tout, *Edward I* ; Bright, Vol. I, pp. 171-196.

Edward II, 1307-1327.

1. Edward and his favorites—Piers Gaveston.
2. Loss of Scotland—Bannockburn, 1314. Maxwell, *Robert the Bruce*, Chaps. VIII-XIII.
3. Deposition and its importance.

References : Mont., §§ 281-286 ; Larned §§ 75-76 ; Gard., pp. 224-231 ; C. & K., pp. 152-156 ; Smith, Vol. I, Chap. IX ; Oman, Chap. XII ; Stubbs, *Early Plantagenets*, Chap. XII ; Bright, Vol. I, pp. 197-211 ; Green, Vol. I, pp. 395-411.

Edward III, 1327-1377.

1. Scottish policy—Halidon Hill, 1333. Ashley, *Edward III and his wars*; Maxwell, *Robert the Bruce*, Chaps. XIV-XVII.
2. Hundred Years' War.
 - (a) Causes.
 - (b) Sluys, 1340.
 - (c) Crecy, 1346.
 - (d) Poitiers, 1356.
 - (e) Peace of Bretigny, 1360.
 - (f) Effects on England—Growth of parliament.
3. Black Death and its effects—Statute of Labourers, 1349.
4. Church under Edward III.
 - (a) Statute of Praemunire.
 - (b) Statute of Provisors.
 - (c) Career of Wicliffe and results of his teaching.
5. Ireland under Edward—Statute of Kilkenny, 1367. Joyce, Part III, Chap. XII.
6. Rise of Literature—Mandeville, Langland, Wicliffe, Chaucer.
7. Encouragement of Manufactures—Introduction of Flemish Weavers.

References: Mont., §§ 287-300; Larned, pp. 167-178, 184-185; Gard., Chaps. XV-XVI; C. & K., pp. 156-162, 164-181; Smith, Vol. I, Chap. X; Oman, Chap. XIII; Bright, Vol. I, pp. 213-241, 266-274; Sergeant, *Wyclif*; Warburton, *Edward III*; Green, Vol. I, pp. 411-461, Vol. II, pp. 903-904.

Richard II, 1377-1399.

1. Peasant Revolt.
 - (a) Causes.
 - (b) Results.
2. Rise of Lollards and translation of Bible.
3. Tyranny of Richard.
4. Deposition.
5. Social and Economic condition of people under the Plantagenets. Gard., pp. 165-172.

References : Mont., §§ 301-310, 323-330 ; Larned, §§ 86-89, 91-96 ; Gard., Chaps. XVII-XVIII ; C. & K., pp. 109-114, 162-164, 181-184 ; Smith, Vol. I, Chap. XI ; Oman, Chap. XIV ; Bright, Vol. I, pp. 242-274 ; Green, Vol. I, pp. 368-385, 461-468, Vol. II, pp. 469-512 ; Gairdner, *Lancaster and York*, Chap. II.

Lancastrian England.

Henry IV, 1399-1413.

1. Henry's title.
2. Religious policy—Persecution of Lollards.
3. Relations with Wales—Owen Glendower. Bradley, *Glyndwr*, Chaps. III-XI.
4. Revolt of the Percies—Shrewsbury.
5. Relations with Scotland.

References : Mont., §§ 331-337, 372 ; Larned, §§ 97-102 ; Gard., pp. 289-299 ; C. & K., pp. 187-191 ; Smith, Vol. I, Chap. XII ; Oman, Chap. XV ; Bright, Vol. I, pp. 275-286 ; Green, Vol. II, pp. 513-516 ; Gairdner, *Lancaster and York*, Chap. IV.

Henry V, 1413-1422.

1. Trouble with the Lollards—Oldcastle.
2. Hundred Years' War (Continued).
 - (a) Causes.
 - (b) Agincourt, 1415.
 - (c) Siege of Rouen.
 - (d) Treaty of Troyes, 1420.

References : Mont., §§ 338-343 ; Larned, §§ 103-105 ; Gard., pp. 299-306 ; C. & K., pp. 191-194 ; Smith, Vol. I, Chap. XIII ; Oman, Chap. XVI ; Bright, Vol. I, pp. 287-302 ; Green, Vol. II, pp. 516-525 ; Gairdner, *Lancaster and York*, Chap. V ; Kingsford, *Henry V*.

Henry VI, 1422-1461.

1. Hundred Years' War (Concluded).
 - (a) Campaigns of Bedford and Gloucester.
 - (b) Joan of Arc.
 - (1) At Orleans.
 - (2) Coronation of French King.
 - (3) Martyrdom.

- (c) King's marriage.
- (d) Loss of France except Calais.
- 2. Wars of Roses, 1450-1485. Thompson, *Wars of York and Lancaster*.
 - (a) Indirect causes—State of England.
 - (1) Power of Nobles.
 - (2) Decline of Church.
 - (3) Decline in Parliament.
 - (b) Direct causes.
 - (1) Dissatisfaction with government—Cade's Rebellion.
 - (2) Hostility of Houses of York and Lancaster.
 - (c) St. Albans, 1455.
 - (d) Northampton, 1460.
 - (e) Wakefield, 1460.
 - (f) Towton, 1461.

References : Mont., §§ 344-356, 371 ; Larned, §§ 106-112 ; Gard., Chaps. XX-XXI ; C. & K., pp. 194-201 ; Smith, Vol. I, pp. 261-267 ; Oliphant, *Jeanne d'Arc*, Chaps. III-VI ; Oman, Chap. XVII, pp. 245-253 ; Bright, Vol. I, pp. 303-327 ; Green, Vol. II, pp. 526-555 ; Oman, *Warwick* ; Gairdner, *Lancaster and York*, Chap. VII.

Yorkist England.

Edward IV, 1461-1483. Wars of Roses (Continued).

- 1. Relations with Warwick, "King Maker."
- 2. Barnet, 1471.
- 3. Tewkesbury, 1471.
- 4. Character and government of King.
- 5. Introduction of printing—Caxton.

References : Mont. §§ 357-360 ; Larned, §§ 113-114, 118 ; Gard., pp. 329-337 ; C. & K., pp. 200-202 ; Smith, Vol. I, pp. 267-272 ; Gairdner, *Lancaster and York*, Chap. VIII ; Oman, pp. 254-264 ; Bright, Vol. I, pp. 328-340 ; Green, Vol. II, pp. 555-584 ; Oman, *Warwick*.

Edward V, 1483. Wars of Roses (Continued).

- 1. Guardianship of Richard, Duke of Gloucester.
- 2. Murder of Princes.

References : Mont., §§ 361-363 ; Larned, §§ 115 ; Gard., pp. 337-341 ; C. & K., p. 202 ; Smith, Vol. I, p. 272 ; Gairdner, *Lancaster and York*, Chap. IX ; Oman, pp. 264-266 ; Bright, Vol. I, pp. 341-344 ; Green, Vol. II, p. 584.

Richard III, 1483-1485. Wars of Roses (Concluded).

1. Character of government.
2. Bosworth Field.
3. Effect of Wars.
4. Social and economic condition of people under Lancastrians and Yorkists.

References : Mont., §§ 364-369, 374-378 ; Larned, §§ 115-117 ; Gard., pp. 338-343 ; C. & K., pp. 202-209 ; Oman, pp. 266-271 ; Smith, Vol. I, pp. 273-278 ; Gairdner, *Lancaster and York*, Chaps. X, XII ; Bright, Vol. I, pp. 344-354 ; Green, Vol. II, pp. 584-587.

Tudor England.

Henry VII, 1485-1509.

1. Characteristics of New Government.
 - (a) Power of King. Montague, pp. 100-104.
 - (b) Power of Parliament. Montague, pp. 94-100.
2. Pretenders, Simnel and Warbeck.
3. Restrictions on the Barons—Morton.
 - (a) Livery and Maintenance.
 - (b) Court of Star Chamber.
4. Financial Policy—Empson and Dudley.
5. Foreign Policy—Marriage of Sons.
6. Henry and Scotland—Marriage of Daughter.
7. Henry and Ireland—Poynings' Law, 1494. Joyce, Part III, Chap. XV.
8. Commerce and Discovery.

References : Mont., §§ 379-389 ; Larned, §§ 119-126 ; Gard., Chap. XXIII ; C. & K., pp. 214-220 ; Smith, Vol. I, Chap. XV ; Oman, Chap. XX ; Green, Vol. II, pp. 587-593, 904 ; Moberly, *Early Tudors*, Chaps. I-VII ; Bright, Vol. II, pp. 355-365 ; Gairdner, *Henry the Seventh*.

Henry VIII, 1509-1547.

1. Character of King.
2. Relations with Parliament.
3. Early foreign policy.
4. Period of Wolsey. Creighton, *Cardinal Wolsey*.
 - (a) Foreign affairs.
 - (b) Oxford Reformers.
5. Reformation in England.
 - (a) First Stage to 1536—Political.
 - (1) Character of Reformation in Europe—Henry and Luther.
 - (2) Beginnings in England.
 - (3) Execution of More and Fisher.
 - (b) Second Stage—Religious.
 - (1) Ten Articles.
 - (2) Suppression of the Monasteries.
 - (3) Part of Cromwell and Parliament.
 - (4) Cranmer's Reforms.
 - (5) King's Marriages.
 - (6) Results of Reformation—Pilgrimage of Grace.
6. Henry and Scotland.
 - (a) Flodden Field, 1513.
 - (b) Solway Moss, 1542.
7. Henry and Ireland. Joyce, pp. 354-388; Green, Vol. II, pp. 906-916.

References: Mont., §§ 390-412; Larned, §§ 127-146; Gard., Chaps. XXIV-XXVI; C. & K., pp. 220-236; Smith, Vol. I, Chap. XVI; Oman, Chap. XXI, pp. 296-308; Moberly, *Early Tudors*, Chaps. VIII-XVI; Bright, Vol. II, pp. 366-421, 479-487; Green, Vol. II, pp. 593-709.

Edward VI, 1547-1553.

1. Period of Somerset.
 - (a) Edward and Mary Queen of Scots.
 - (b) Progress of Reformation.
 - (1) Renewed Confiscations.
 - (2) Reforms of Cranmer.
 - (3) Popular discontent—Ket's Rebellion.

- (c) Fall of Somerset.
- (2) Period of Northumberland.
 - (a) Edward and Education.
 - (b) Edward and Charity.
 - (c) Edward's Will—Lady Jane Grey.

References: Mont., §§ 413-419; Larned, §§ 147-153; Gard., pp. 412-421; C. & K., pp. 236-240; Smith, Vol. I, Chap. XVII; Oman, pp. 308-313; Bright, Vol. II, pp. 422-443; Green, Vol. II, pp. 709-716.

Mary, 1553-1558.

- 1. Wyatt's Rebellion.
- 2. Queen's Marriage.
- 3. Mary and Reformation.
- 4. Loss of Calais.

References: Mont., §§ 420-427; Larned, §§ 154-159; Gard., pp. 421-427; C. & K., pp. 240-244; Smith, Vol. I, Chap. XVIII; Oman, Chap. XXIII; Bright, Vol. II, pp. 444-461; Green, Vol. II, pp. 716-731.

Elizabeth, 1558-1603.

- 1. Personality and Internal Government.
 - (a) Situation at her accession.
 - (b) Character of Elizabeth.
 - (c) Elizabeth and Reformation. Montague, pp. 109-110.
 - (1) Act of Uniformity.
 - (2) Act of Supremacy.
 - (d) Elizabeth and Commerce.
 - (e) Elizabeth's court and Parliament.
- 2. Relations with Mary Queen of Scots.
 - (a) Early life of Mary.
 - (b) Mary's claims to English Throne.
 - (c) Reformation in Scotland—John Knox.
 - (d) Character of Mary's relations with the Presbyterians.
 - (e) Her marriages.
 - (f) Mary in England.
 - (g) Her Execution.

3. Relations with Foreign States.

(a) Elizabeth's peace policy.

(1) Question of her marriage and its importance.

(2) Relations with Spain, Holland and France.

(3) How and why peace was maintained.

(4) Results of peace policy.

(b) Her war policy - Spanish Armada and its results, 1588. Creighton, *Elizabeth*, Book VI, Chap. II.

4. Relations with Ireland.

5. Growth of literature.

6. Social and economic condition of people under Tudors.

References: Mont., §§ 428-457, 461-466; Larned, §§ 160-182; Gard., Chaps. XXVIII-XXX; C. & K., pp. 244-265, Chap. IX; Smith, Vol. I, Chap. XIX; Green, Vol. II, pp. 732-931, Vol. III, pp. 933-966; Feilden, pp. 288-290; Hallam, Chaps. III-V; Beesly, *Elizabeth*; Oman, Chap. XXIV; Creighton, *Elizabeth*; Bright, Vol. II, pp. 488-580.

Stuart England.

James I, 1603-1625.

1. Character of King.

2. King and Religion—Hampton Court Conference, 1604.

3. How King Governed.

(a) Power of Parliament—Lord Bacon. Montague, pp. 115-117.

(b) Power of Favorites.

4. Gunpowder Plot, 1605.

5. Exploration and Colonization.

6. King and Ireland.

7. King and Spain.

(a) 'Thirty Years' War.

(b) Raleigh.

(c) Spanish marriage.

References: Mont., §§ 467-480; Larned, §§ 183-201; Gard., Chap. XXXI; C. & K., pp. 285-295; Smith, Vol. I, Chap. XX; Oman, Chap. XXV; *Puritan Revolution*,

Chaps. I-II, III, § 1; Hallam, Chap. VI; Bright, Vol. II, pp. 581-607; Green, Vol. III, pp. 967-1019.

Charles I, 1625-1649.

1. Period of King's personal government, 1625-1634.
Puritan Revolution, pp. 48-84; Gard., Chap. XXXII.
 - (a) Character of Charles.
 - (b) His French marriage and its consequences.
 - (c) His need of money and how met.
 - (d) Relations with Parliament. Montague, pp. 118-120.
 - (1) Leaders of Parliament—Eliot, Hampden and Pym.
 - (2) Petition of Rights, 1628. *Old South Leaflets*, No. 23.
 - (3) Question of tonnage and poundage.
2. Period of Great Civil War. *Puritan Revolution*, Chaps. V-VII.
 - (a) Indirect Cause—Attempt to rule without Parliament. Montague, pp. 120-123.
 - (1) Imprisonment and death of Eliot.
 - (2) Devices for raising money—Hampden and Ship-Money. *Old South Leaflets*, No. 60.
 - (b) Direct Causes.
 - (1) Church policy of Laud. Montague, pp. 123-124.
 - (a) Laud's idea.
 - (b) Laudism in England and its consequences—Colonization of America.
 - (c) Laudism in Scotland and its consequences—Bishops' Wars and Result.
 - (2) Long Parliament and King. Montague, pp. 124-129.
 - (a) Attainder and execution of Strafford. *Old South Leaflets*, No. 61.
 - (b) Religious measures—Party of Falkland.
 - (c) Grand Remonstrance. *Old South Leaflets*, No. 24.

- (d) Case of Five Members.
- (3) Insurrection in Ireland.
- (c) 1st. Stage Edgehill to Marston Moor, 1642–1644.
 - (1) Division of England between Roundheads and Cavaliers.
 - (2) Alliance with Scotland. *Old South Leaflets*, No. 25.
 - (3) King and Ireland.
- (d) 2nd. Stage, Marston Moor to Naseby, 1644–1645. Firth, Chaps. VI–VII; Morley, Book II, Chaps. I–IV.
 - (1) Cromwell's Ironsides—New Model Army.
 - (2) Execution of Laud.
 - (3) Hostility of Scots to Parliament.
- (e) 3rd. Stage Naseby to Execution of King, 1645–1649. Morley, Book II, Chap. V, Book III.
 - (1) Surrender to Scots.
 - (2) King's Negotiations with Army.
 - (3) King's Escape and Second Civil War, 1648. Firth, Chap. X.
 - (4) Pride's Purge.
 - (5) Trial and Execution. Firth, Chap. XI.

References: Mont., §§ 481–501; Larned, §§ 202–246; Gard., Chaps. XXXII–XXXV; C. & K., pp. 295–320; Smith, Vol. I, Chap. XXI; Green, Vol. III, pp. 1019–1204; Oman, Chap. XXVI, pp. 380–402; Hallam, Chaps. VII–X, Part I; Harrison, *Cromwell*, Chaps. III–VII; Bright, Vol. II, pp. 608–687.

Commonwealth, 1649–1653.

- (1) Nature of Government.
- (2) Its supporters—Cromwell, Vane, and Milton.
- (3) Attempts to restore Stuarts.
 - (a) Cromwell in Ireland—Massacre of Drogheda (Tredah), 1649.
 - (b) Cromwell in Scotland—Dunbar and Worcester, 1650–1651.

(4) Commercial policy.

(a) Navigation Act.

(b) War with the Dutch.

(5) Cromwell and Army vs. Parliament—Barebones' Parliament.

References: Mont., §§ 502-506; Larned, §§ 247-257; Gard., pp. 561-568; C. & K., pp. 321-324; Smith, Vol. I, Chap. XXII; Green, Vol. III, pp. 1205-1232; *Puritan Revolution*, Chap. VIII; Morley, Book IV; Firth, Chaps. XII-XV; Corbett, *Monk*, Chaps. VI-VII; Harrison, *Cromwell*, Chaps. VIII-X; Oman, pp. 402-412; Bright, Vol. II, pp. 688-704.

Oliver Cromwell, Protector, 1653-1658.

1. How Protectorate was established.

2. Form of Government—Instrument of Government.

Montague, pp. 132-133; *Old South Leaflets*, No. 27.

3. Character of Cromwell.

4. Foreign Policy—War with Spain.

5. Internal Policy.

6. Death and question of succession.

References: Mont., §§ 507-514; Larned, §§ 258-262; Gard., pp. 568-574; C. & K., pp. 324-329; Smith, Vol. I, Chap. XXIII; Green, Vol. III, pp. 1233-1271; Morley, Book V; Firth, Chaps. XVI-XXI; *Documents*, pp. 407-416; *Puritan Revolution*, Chap. IX; Corbett, *Monk*, Chap. VIII; Harrison, *Cromwell*, Chaps. XI-XIV; Oman, pp. 412-416; Bright, Vol. II, pp. 704-715.

Richard Cromwell, Protector, 1658-1660.

1. Character of Protector.

2. Relations with army.

3. Restoration of Stuarts. Montague, pp. 133-134.

(a) Monk's part.

(b) Restoration of Long Parliament.

(c) Declaration of Breda, 1660.

References: Mont., §§ 515-518; Larned, §§ 263-266; Gard., pp. 574-577; C. & K., pp. 329-330; Green, Vol. III, pp. 1271-1285; *Puritan Revolution*, Chap. X, §§ 1-2; Corbett, *Monk*, pp. 112-194; Oman, pp. 416-419; Bright, Vol. II, pp. 715-721; Airy, *English Restoration*, Chap. VII.

Charles II, 1660-1685. Taylor, *England under Charles II.*

1. Period of Edward Hyde, Earl of Clarendon, 1660-1667.

(a) Relations of King and Parliament.

(b) Religious persecution. Montague, pp. 137-138.

(1) The Non-Conformists.

(2) Corporation Act.

(3) Conventicle Act.

(4) Five Mile Act.

(c) Foreign Affairs.

(1) Sale of Dunkirk.

(2) King's marriage and results.

(3) Dutch War.

(d) Plague and Fire.

(e) Fall of Clarendon.

2. Period of the Cabal, 1667-1674.

(a) Foreign affairs.

(1) Triple Alliance, 1668.

(2) Treaty of Dover.

(b) Religious difficulties.

(1) Declaration of Indulgence, 1672.

(2) Test Act, 1673.

3. Period of Danby and closing years.

(a) Opposition to Danby—Shaftesbury and the rise of parties.

(b) Anti-Catholic measures. Montague, pp. 141-142.

(1) Popish Plot.

(2) Exclusion Bill.

(c) Habeas Corpus Act. Montague, pp. 142-143.

(d) Rye House Plot.

4. Charles II and Scotland.

5. Charles II and Ireland.

References: Mont., §§ 519-536; Larned, §§ 267-284; Gard., Chaps. XXXVII-XL; C. & K., pp. 332-347; Smith, Vol. II, Chap. I; Green, Vol. III, pp. 1317-1409, Vol. IV, pp. 1411-1441; Hale, *Fall of Stuarts*, Chaps. I-VI; Airy, *English Restoration*, Chaps. VII-XXII; Hallam, Chaps. XI-XIII; Oman, Chap. XXIX; Bright, Vol. II, pp. 722-760; *Puritan Revolution*, pp. 190-202.

James II, 1685-1688.

1. Character.
2. Rebellions of Argyle and Monmouth.
3. Struggle of King and Parliament.
 - (a) Dispensing Power.
 - (b) Catholic Policy.
 - (1) Declaration of Indulgence.
 - (2) Case of Fellows of Magdalen.
 - (3) Case of Seven Bishops.
4. Revolution of 1688 in England—Landing of William and Flight of James.

References : Mont., §§ 537-545 ; Larned, §§ 284-295 ; Gard., Chap. XLI ; C. & K., pp. 347-355 ; Smith, Vol. II, Chap. II ; Hale, *Fall of Stuarts*, Chaps. VII-XII, pp. 139-142 ; Montague, pp. 144-146 ; Oman, Chap. XXX ; Bright, Vol. II, pp. 761-789 ; Green, Vol. IV, pp. 1441-1487.

William and Mary, 1689-1702.

1. Revolution in Ireland—Siege of Londonderry and Battle of the Boyne.
2. Revolution in Scotland—Massacre of Glencoe.
3. Checks on the power of the King.
 - (a) Declaration of Rights and Bill of Rights. *Documents*, pp. 462-469 ; Montague, pp. 146-148.
 - (b) Mutiny Act.
 - (c) Whig Junto.
4. Benefits of the Revolution. Montague, pp. 150-156.
 - (a) Toleration Act.
 - (b) Triennial Act.
 - (c) Freedom of Press.
 - (d) Bank of England.
 - (e) Act of Settlement 1701.
5. Struggle with Louis XIV.
 - (a) Causes.
 - (b) La Hogue.
 - (c) Treaty of Ryswick.
 - (d) Preparations for new war.

References : Mont., §§ 546-554 ; Larned, §§ 296-311 ; Gard., Chaps. XLII-XLIII ; C. & K., pp. 358-369 ; Smith, Vol. II, Chap. III ; Hale, *Fall of Stuarts*, pp. 142-235 ;

Hassall, *Louis XIV*, Chap. X, p. 19; Traill, *William III*; Oman, Chap. XXXI; Bright, Vol. III, pp. 806-874; Green, Vol. IV, pp. 1487-1545.

Anne, 1702-1714.

1. Character of Queen.
2. Growth of parties.
3. Marlborough and War of Spanish Succession.
 - (a) Influence of Marlborough over the Queen.
 - (b) Marlborough's victories.
 - (c) Case of Dr. Sacheverell.
 - (d) Treaty of Utrecht, 1713.
4. Union with Scotland, 1707. Montague, pp. 158-161.
5. Growth of Literature.
6. Social and economic condition of people under the Stuarts.

References: Mont., §§ 555-565, 569-580; Larned, §§ 312-319; Gard., Chap. XLIV; C. & K., pp. 369-374; Smith, Vol. II, Chap. IV, pp. 409-410; Morris, *Age of Anne*; Hassall, *Louis XIV*, Chaps. XII-XIV; Lecky, Vol. I, Chap. I; Oman, Chap. XXXII; Bright, Vol. III, pp. 875-928; Green, Vol. IV, pp. 1545-1576.

Hanoverian England.

George I, 1714-1727.

1. Effect of change in line of Kings. Montague, pp. 162-173.
2. Rising of the "15".
3. Walpole as Prime Minister.
 - (a) His rise—South Sea Bubble.
 - (b) His method of controlling Parliament.
 - (c) His financial policy.

References: Mont., §§ 581-588; Larned, §§ 320-327; Gard., pp. 702-718; C. & K., pp. 375-379; Lecky, Vol. I, Chap. II, pp. 364-436; Morris, *Early Hanoverians*, Book I, Chaps. I-XII; Morley, *Walpole*, Chaps. IV-IX, pp. 200-214; Oman, pp. 482-494; Bright, Vol. III, pp. 929-965; Green, Vol. IV, pp. 1577-1596; Smith, Vol. II, pp. 154-180.

George II, 1727-1760.

1. Walpole as Prime Minister (Concluded).
 - (a) Opposition to Walpole.
 - (b) His fall—War of Jenkins's Ear.
 - (c) Methodist Revival.
2. War of Austrian Succession—Treaty of Aix-la-Chapelle, 1748.
3. Rising of the "45".
4. Seven Years' War, 1756-1763.
 - (a) Period of Disaster and Results.
 - (b) The Elder Pitt as Minister. Green, *Pitt*, Chaps. III-IV.
 - (1) Conquest of Canada.
 - (2) Robert Clive and the Conquest of India. Hunter, *Indian Peoples*, pp. 176-186.
 - (a) Black Hole of Calcutta.
 - (b) Plassey, 1757.

References : Mont., §§ 589-596 ; Larned, §§ 328-341 ; Gard., pp. 718-764 ; C. & K., pp. 379-389 ; Lecky, Vol. I, pp. 436-471 ; Vol. II ; Morris, *Early Hanoverians*, pp. 84-179 ; Morley, *Walpole*, pp. 214-251 ; Oman, pp. 495-531 ; Bright, Vol. III, pp. 966-1033 ; Green, Vol. IV, pp. 1596-1655 ; Smith, Vol. II, pp. 181-194, 411-415.

George III, 1760-1820.

1. Personal Government of the King. Montague, pp. 174-184.
 - (a) Early Life and Character of King.
 - (b) Party of the "King's Friends."
 - (c) Relations with Lords Bute and North.
 - (d) Evidences of Opposition.
 - (1) In England.
 - (a) Career of Wilkes.
 - (b) Letters of Junius.
 - (c) Gordon Riots.
 - (2) In America—American Revolution.
 - (3) In Ireland.
 - (a) Irish Volunteers.
 - (b) Irish relief measures.

- (e) Expansion of Empire.
 - (1) Australia and New Zealand.
 - (2) India—Hastings. Macaulay, *Hastings*; Trotter, *Hastings*.
- (f) Failure of George III and reasons therefor.
- 2. Period of Younger Pitt.
 - (a) Peace policy of Pitt.
 - (b) War policy of Pitt.
 - (1) Nature and Cause of French Revolution.
 - (2) Its Influence on England.
 - (3) Cause of English interference in the Revolution.
 - (4) French in Ireland.
 - (5) War on Sea—Cape St. Vincent, 1797.
 - (6) Napoleon in Egypt—Battle of Nile, 1798.
 - (c) Irish Union and Resignation of Pitt, 1800-1801. Montague, pp. 186-188.
- 3. Struggle with Napoleon. Morris, *Napoleon*; Ropes, *Napoleon*.
 - (a) Rise of Napoleon and Causes.
 - (b) Peace of Amiens, 1802, and Renewal of War.
 - (c) Camp at Boulogne, 1804-1805.
 - (d) Trafalgar and Austerlitz, 1805.
 - (e) Commercial struggle—War of 1812.
 - (f) War in Spain and rise of Wellington.
 - (g) Overthrow of Napoleon—Leipzig and Waterloo 1815.
 - (h) Congress of Vienna, 1814-1815.
- 4. England after Waterloo—Period of Castlereagh. Montague, pp. 191-193.
 - (a) Corn Laws and Manufacturing Distress.
 - (b) Repressive Measures.
 - (1) Suspension of Habeas Corpus Act.
 - (2) Manchester Massacre.
 - (3) Six Acts.

References : Mont., §§ 597-614 ; Larned, §§ 342-379 ; Gard., Chaps, XLVIII-LIV, pp. 875-880 ; C. & K., pp. 389-430. 466-473 ; Smith, Vol. II, Chap. VI, pp. 415-423 ; Lecky, Vols. III-VII ; McCarthy, *Epoch of Reform*, pp. 1-10, 12-17 ; Southey, *Lord Nelson* ; Green, *Pitt, Earl of*

Chatham, Chaps. V-IX; Rosebery, *Pitt*; Hunter, *Indian People*, pp. 187-190; Oman, Chaps. XXXV-XX XVIII, pp. 633-641; Bright, Vol. III, pp. 1035-1363; Green, Vol. IV, pp. 1657-1831; Hooper, *Wellington*, Chaps. I-IX.

George IV, 1820-1830.

1. Period of Canning.

(a) Cato Street Conspiracy.

(b) Relations with Holy Alliance.

(c) Relations with Ireland.

(d) Police system and reform of Criminal Law.

2. Period of Wellington—Catholic Emancipation and Catholic Relief Measures. Dunlop, *O'Connell*, Chaps. IX-X; Montague, pp. 196-198.

References: Mont., §§ 615-621; Larned, §§ 380-385; Gard., pp. 880-898; C. & K., pp. 430-431; Smith, Vol. II, Chap. VII; McCarthy, *Epoch of Reform*, pp. 10-12, 21-23; Oman, pp. 641-647; Bright, Vol. III, pp. 1364-1417; Green, Vol. IV, pp. 1831-1835. Hooper, *Wellington*, Chap. X.

William IV, 1830-1837.

1. Character.

2. Reform Bill of 1832—Russell. Montague, pp. 203-208; May, Vol. I, Chap. VI.

3. Abolition of slavery.

4. Factory Laws.

5. Poor Law.

6. Change in party names and principles.

References: Mont., §§ 622-628; Larned, §§ 386-391; Gard., pp. 898-914; C. & K., pp. 431-434, 474-475; Smith, Vol. II, pp. 341-376; McCarthy, *Epoch of Reform*, Chaps. III-IX; Oman, pp. 647-658; Bright, Vol. III, pp. 1418-1472; Green, Vol. IV, pp. 1835-1836.

Victoria, 1837-1901.

1. Character and influence of Queen.

2. Internal History.

(a) Chartist Movement, 1838-1848.

(b) Peel and Abolition of Corn Laws.

(c) Second Reform Bill, 1867. Montague, pp. 208-210.

- (d) Educational reform.
- (e) Third Reform Bill, 1884. Montague, pp. 210-211.
- 3. Relations with Ireland. Dunlop, *O'Connell*, Chaps. XIV-XV.
 - (a) Irish land question.
 - (b) "Young Ireland" movement.
 - (c) Fenian movement of 1867.
 - (d) Gladstone's Irish policy. Montague, pp. 200-201.
- 4. Relations with Foreign States, *(including India & S. Africa)*.
 - (a) The Opium War, 1839-1842.
 - (b) Palmerston and the Crimean War, 1854-1856.
 - (c) The Sepoy Mutiny, 1857-1858. Hunter, *Indian Peoples*, 222-230.
 - (d) Lord Beaconsfield's policy—Russo - Turkish War and Congress of Berlin, 1878.
 - (e) England in Egypt.
 - (1) Suez Canal, 1869.
 - (2) Dual control.
 - (3) Withdrawal of France.
 - (4) Loss of Soudan—Chinese Gordon.
 - (5) Reconquest of Soudan—Kitchener.
 - (6) Fashoda incident.
 - (f) The British-Boer War.
 - (g) Relations with the United States.
 - (1) Boundary Treaties.
 - (2) Civil War, 1861-1865.
 - (3) Venezuelan Dispute.
- 5. Relations with Canada and Australia.
- 6. Literary and Scientific progress.

References: Mont., §§ 629-659; Larned, §§ 392-420; Gard., pp. 914-972; C. & K., pp. 434-462, 475-494; McCarthy, *History of Our Own Times*; Johnston, *Colonization of Africa*, Chaps. VI, IX, XII; Oman, pp. 658-740; Lord, *Beacon Lights*, Vol. VI, Chaps. VII, XII; Bright, Vol. IV; Green, Vol. IV, pp. 1836-1850. Holmes, *Victoria*; Smith, Vol. II, pp. 376-409, 423-431; McCarthy, *Epoch of Reform*, Chaps. X-XIV.

Edward VII, 1901.

1. Conclusion of British-Boer War.

SUGGESTIONS FOR THE YEAR'S STUDY.

HISTORY A. AA.

VASSAR COLLEGE

Lucy M. Salmon
Lucy M. Salmon

SUGGESTIONS FOR THE YEAR'S STUDY

HISTORY A, AA.

VASSAR COLLEGE

"Take these hints as suggestions, not as instructions, and improve on them as you grow in experience."

"Historical genius consists in an unlimited capacity for taking pains."

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Lucy M. Salmon.

HENRY MORSE STEPHENS

SUGGESTIONS FOR THE YEAR'S STUDY

HISTORY A, AA.

VASSAR COLLEGE

I. What the student brings to the general elective courses in History.

What has been gained from one year's college work in history.

From the subject studied :

- a bird's-eye view of Western Europe,
- an appreciation of historical developments,
- an understanding of the unity and continuity of history,
- historical perspective,
- a background for work in other subjects.

From the study of the subject :

- ability to use books,
- to analyze material,
- to vivify history,
- to understand the difference between reading history and studying history,
- to appreciate the difference between history and historical record,
- to understand what the historian does in writing history,
- to connect the present with the past and the past with the present.

"The roots of the present lie deep in the past, and nothing in the past is dead to the man who would learn how the present comes to be what it is."—*Stubbs*.

II. What the student should gain from Courses A, AA.

From the subject studied:

a longitudinal view of the development of America,
 a knowledge of the interdependence of the history of America
 and of Europe,
 an understanding of the questions of the day,
 an appreciation of the causes that have led to the develop-
 ment of American literature.

From the study of the subject:

ability to prepare short topics representing a single idea, as
 one in bibliography, biography, geography, law
 making, treaty making, or other topics that are
 included in a work of history,
 to understand the processes of historical investigation,
 to discriminate in the use of books,
 to be more independent in work,
 to be more accurate in work.

“I have watched the work of graduates of colleges
 from Canada to the Gulf, from New York to the
 Golden Gate, and the failing nearly all had to combat
 was a lack of accuracy.”

III. Material with which the student works.

1. Books.

a. Bibliographies.

Complete, selected, classified, annotated.

b. Catalogues.

library,
dictionary, author, subject, title.
trade.

c. Documents.

form,
manuscripts, facsimilies, reprints, translations.
contents,
records, archives, papers.

d. Official publications.

charters, constitutions, laws, records, reports.

e. Publications of historical societies.

nature of societies,
general, state, local, religious, patriotic.
works,
collections, proceedings, papers, monographs.

f. Personal records.

autobiographies, biographies, correspondence, diaries,
journals, letters, memoirs, recollections, reports,
speeches, works.

g. Descriptions by travelers.

h. Histories.

general,
special, as regards,
time, subject, place.

2. Periodicals.

dailies, weeklies, monthlies, quarterlies, annuals.
character,
local, general.
location,
college library, Adriance memorial library.

3. Manuscripts.

Carnegie Institution of Washington, *Annual Report of the Director*, 1907.
Putnam, Herbert, *Manuscript Sources for American History*, North American Review, April, 1904.

4. Geographical material.

maps, relief globe, patents and charters, treaties, reports
of surveys, bulletins of geographical and geological
societies, United States Census *Reports*.
drawing tables,
library basement, west wing.

IV. Material recommended to every student.

1. Books.

- a. One good text-book, *e. g.*, Thwaites, *The Colonies*.

“Without the use of a text it is difficult to hold to a definite line of work; there is danger of incoherence and confusion. Without the text, one will lose sight of the main current; and it is the current and not the eddies which one should watch.”—*Committee of Seven*.

- b. One secondary work.

“The secondary book has two functions; to cover the whole field, bridging over the gaps between sources; and to furnish a starting point from which sources may be examined, in order to extend the text-book, to check its statements, and to enliven them.”—*Albert Bushnell Hart*.

Cheyney, E. P. *European Background of American History*. \$2.00.*

Dewey, Davis R. *National Problems*. \$2.00.*

Osgood, H. L. *The American Colonies in the Seventeenth Century*, 3 vols. \$9.00.*

Roosevelt, Theodore. *The Winning of the West*. Sagamore edition, 6 parts, \$3.00.*

Smith, Goldwin. *The United States. An Outline of Political History, 1492-1871*. \$2.00.*

Turner, F. J. *The Rise of the New West*. \$2.00.*

- c. Collection of sources.

“Historical sources are nothing more or less than records made at or near the time of events, described by men who took part in them, and are, therefore, qualified to speak.”—*Albert Bushnell Hart*.

Hart, A. B., editor. *American History told by Contemporaries*. 4 vols. \$8.00.*

Hart, A. B. and Channing E., editors. *American History Leaflets*. 33 numbers. 10 cents each.**

MacDonald, W. *Select Documents*. Abridged edition (announced).

Mead, E. D., editor. *Old South Leaflets*. 190 numbers, .05 each.**

*List price. Nearly all books can be purchased at a discount, —sometimes of 20 per cent.

**For titles, consult the library copies.

d. Government.

"It is essential to note the historical development of those institutions and ideas of government that have become characteristic features of our system, and to understand the practical organization of the government as provided for by the framers of the constitution."

Bryce, James. *The American Commonwealth*, 2 vols. \$4.00.*

Hart, A. B. *Actual Government*. \$2.00.*

e. Guides to literature.

"Bibliographies serve to guide to the best authorities on a subject; to the best editions of books; to information as to what has been written by an author, or on a special subject; to the author of a book when only the title is known; to what has been published in a certain country; to the price of a book; to the value and collation of rare books, and to much other important information."—*Kroeger*, p. 65.

"A merchant or banker, when he has taken an inventory of his assets, is not content with a mere enumeration of them; he deems a bare list of no worth whatever until each item has been carefully valued. So, I take it, trustees of literature will enter upon a doubled usefulness when they can set before the public not catalogues merely, but also a judicious discrimination of the more from the less valuable stores in keeping."—*George Iles*.

Channing, E. and Hart, A. B. *Guide to American History*. \$2.00.*

Larned, J. N. *Literature of American History*. \$6.00.*

f. State histories.

"To understand the history of America it is necessary to study the history of its various commonwealths."

The following volumes are issued in the *American Commonwealths* series: *California, Connecticut, Indiana, Kansas, Kentucky, Louisiana, Maryland, Michigan, Missouri, New Hampshire, New York* (2 vols.,) *Ohio, Rhode Island, Texas, Vermont, Virginia*. The maximum price is \$1.25 per volume.*

* List price.

g. Biographies.

"History is the essence of innumerable biographies."
American Statesmen, 31 vols. \$1.25 each.*
Makers of America, 14 vols. \$1.00 each.*
Historic Lives, 7 vols. \$1.00 each.*

For titles, consult the library copies.

h. Travels.

"Our knowledge of the inner life of the past is based to a considerable extent on accounts by travelers of what they saw while on their journeyings. Perhaps it would be better to regard these books not so much as descriptions of what actually passed before the tourist's eyes, as descriptions of what the narrator thought he saw. These books must be used with the greatest caution and checked in every possible way by reference to recorded fact."—*Channing and Hart*.

Select some description given of early travels in the section of America in which your home is situated. Consult *Channing and Hart* for lists and *Larned* for annotations.

i. Illustrative material.

"Historical events and movements are frequently fixed in the memory by the perusal of books which may be inaccurate in themselves, especially as to details, but which, nevertheless, leave a permanent and reasonably correct impression on the mind of the reader."—*Channing and Hart*.

For historical novels, dramas, and similar material, consult *Suggestive Lists for Summer Reading in History*.

2. Accessories.

A tin tray with library cards and guide cards will be found useful for bibliographies. Price, complete outfit (tray, 800 cards, guide cards), \$2.75.

A camera will be useful for photographing points of historic interest near Poughkeepsie.

Postal cards collected with reference to the subjects taken up will lend interest and understanding to the work.

* List price.

V. General outline of work.

1. The first comers.

2. The first settlers,—

why they left their native country,
why they came to America,
instructions given them,
reception accorded them.

3. The frontier.

“American development has exhibited not merely advance along a single line, but a return to primitive conditions on a continually advancing frontier line, and a new development for the area. American social development has been continually beginning over again on the frontier. This perennial rebirth, this fluidity of American life, this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating American character. The true point of view in the history of this nation is not the Atlantic Coast, it is the Great West.”—*F. J. Turner.*

a. The advancing territorial frontier of European nations.

“Each intruding European power, in winning for itself new realms beyond the seas, had to wage a two-fold war, overcoming the original inhabitants with one hand and with the other, warding off the assaults of the kindred nations that were bent on the same scheme.”—*Theodore Roosevelt.*

“The history of European civilization and institutions on this continent can be traced with precision and fullness, unless we become forgetful of the past, and neglect to save and perpetuate its precious memorials.”—*J. A. Garfield.*

b. The advancing settlement frontier of individuals.

“Land was the object which invited the greater number of these people to cross the mountain.”—*Joseph Doddridge, 1824.*

“French colonization was dominated by its trading frontier; English colonization by its farming frontier. There was an antagonism between the two frontiers as between the two nations.”—*F. J. Turner.*

“The great western drift of our people began almost at the moment when they became Americans, and ceased to be merely British colonists.”—*Theodore Roosevelt.*

4. Development of the frontier.

boundary lines,
 conditions of life,
 internal organization,
 external control,
 the chartered company,
 the crown,
 Federal Congress.

5. Development of the frontier into the colony.

“Our early history is the study of European germs developing in an American environment.”

“The most important effect of the frontier has been in the promotion of democracy here and in Europe.”—*F. J. Turner.*

6. Development of the colony into the state.

a. External government.

“A practical result of the Declaration of Independence was that from that day each colony assumed the name of State; and the union changed its name of ‘The United Colonies’ to the proud title of ‘The United States of America.’ Were the new states essentially different from the colonies? This is one of the insoluble questions connected with the formation of the Union. Calhoun later declared that the Declaration of Independence changed the colonies from provinces, subject to Great Britain, to states, subject to nobody. Lincoln in his message of July 4, 1861, said that ‘The Union gave each of them whatever of independence and liberty it has. The Union is older than any of the states, and in fact it created them as States’.”—*Albert Bushnell Hart.*

b. Internal government.

“He that would have a true and accurate insight into the institutions and political development of the United States since the inauguration of President Washington must first gain a thorough comprehension of the institutions of colonial days. This knowledge can be best acquired by an actual perusal of the legislation and records of the colonial epoch.”—*Channing and Hart.*

7. Union of the Colonies.

Tendencies against union,
tendencies toward union,
attempts at union.

New England Confederation,
Penn's Plan of Union,
Albany Plan of Union,
Stamp Act Congress,
Continental Congress,
Articles of Confederation.

8. Separation from England.**9. Establishment of the constitution.**

Origin,
colonial,
charters,
unions,
English experiences.
Written expression,
Philadelphia,
May—September, 1787.
Ratification.

10. Political parties.

Origin,
interpretation of the constitution, involving questions
in regard to
powers of the federal government,
relation of the powers of the federal government
and of the states.
Descriptive names,
loose, or broad constructionist,
strict constructionist.

11. Steps in the development of national history since 1789.

Two lines of development run parallel from 1789 to the present times;—one concerns the development of the relations between America and foreign nations; the second concerns the development of questions of internal policy.

- a. First period, 1789—1815.
 Partisanship in foreign affairs.
 Testing the constitution in domestic affairs.
- b. Second period, 1815—1829.
 Monroe doctrine.
 Political lethargy.
- c. Third period, 1829—1850.
 Acquisition of territory.
 Theoretical relations of the federal government and of the states.
- d. Fourth period, 1850—1865.
 Immigration from foreign countries.
 Practical relations of the federal government and of the states.
- e. Fifth period, 1865—1898.
 International arbitration.
 Development of powers of federal government.
- f. Sixth period, 1898—
 Foreign expansion.
 Colonial dependencies.

12. Problem of the present.

13. Who is an American ?

14. What is patriotism ?

VI. Definitions.

Distinguish between

explorer, discoverer, freebooter, frontiersman,
backwoodsman, pioneer, settler, colonist, im-
migrant.

acquisition of territory, expansion, imperialism,
benevolent assimilation.

Pilgrim and Puritan; Presbyterian and Congrega-
tionalist; Roundhead and Cavalier; Anglican
and Romanist.

radical and conservative; democrat and republican;
delegated powers and implied powers.

federation and confederation.

Jefferson democrat and Jackson democrat; Cleve-
land democrat and Bryan democrat.

scholar and investigator; authority and research.

VII. Suggestions for preparation of work.

“To read the pages of historians, to remember the sequence of events and their dates ; this is something indeed, but it is only the first step in the study of history. The second step is to go back to original documents, to read the statements of writers who were contemporary with the events they record ; to pore over inscriptions, treaties, letters, charters ; to place side by side the statements of authorities who have accepted divergent stories as to certain occurrences, and from the comparison to attempt to elicit truth. The third step is to fuse the collected material in the fire of the imagination, and to remould it into a new whole.”—Percy Gardner, *New Chapters in Greek History*, p. 23.

1. Introductory.

- a. Read a brief account of the general field in which the topic lies.
- b. Supplement this by a more extended reading of the same subject in an authoritative special history.

2. Questions.

- a. Make a list of questions including all the points you wish to know about the topic. These questions serve as a working analysis of the topic.
- b. Your reading gives the answers to these questions and therefore the material for the topic.

3. Bibliography.

Study carefully the bibliographies at the beginning of each chapter in Thwaites.

Underscore with red or black ink every work mentioned in these bibliographies, either that you have yourself or that is in the college library. Co-operation with friends will make this a simple thing to do.

Study the corresponding bibliographies in Channing and Hart, and in Larned.

Go to the library shelves and make out *a very short* rough bibliography of the topic.

Enter every work on a separate slip. For making the entries, follow as a guide the library catalogue cards or cards in the tin trays.

Blue paper or cards may be used for works containing bibliographies.

As your topic grows, add to your bibliography, but include in it only such works as you have actually used and consider valuable. Annotate your bibliography as soon as you feel sure of your judgment in regard to a work.

Keep a separate list of all works not in the college library that presumably are of importance in the study of the topic; include these with your bibliography, but indicate in some way that they are for future use.

Remember that a bibliography is valuable quite as much for what it omits as for what it contains.

4. The Topic—Material.

“The study of history implies a concentration upon a field small enough to permit the use of various parallel authorities.”—*Channing and Hart*.

a. Put in your notes the substance of what you have read.

b. Do not take notes from text-books.

c. Except in the rarest instances, do not copy *verbatim* from any author,—to do so makes one simply a copying machine.

d. Give the authority at the bottom of the page. As you have already given in the bibliography the name of the author and the full title of the work, refer to it in the briefest possible way, *e. g.*, “Channing and Hart, *Guide*” for Channing and Hart, *Guide to American History*.

e. Do not abbreviate the names of authors.

f. If you quote an authority, quote it exactly and use quotation marks.

g. Prepare a summary that states clearly what the topic has meant to you. The summary should bring to a focus all the reading that has been done on the topic.

h. The topic when finished is in effect a miniature chapter of a book.

5. The Topic—Form.

- a. Notes should be taken on single slips, and written on one side only.
- b. Special attention should be paid to exactness in citations, reference to authorities, and use of quotation marks when needed.
- c. Envelopes may be used for the notes, or they may be handed in with a stiff cardboard back.
- d. The order in which the notes should be handed in is
 - a. Title page.
 - b. Bibliography.
 - c. Table of contents.
 - d. Body of topic.
 - e. Summary.

6. Conferences.

Conference appointments should be kept punctually.

7. The Directions.

Remember that the directions are intended to be suggestive rather than mandatory. Work out the topics in your own individual way, and remember, finally, that the instructor does not "want" anything.

VIII. Historical Excursions.

Places.

New Paltz, Kingston, Newburgh, New York.

Guides.

Consult, for New York City and the vicinity, the leaflets
issued by the City History Club.

IX. Historical Museums.

Poughkeepsie

Governor Clinton House.

New Paltz

Jean Hasbrouck House.

New York

Collections in

American Museum of Natural History.

Metropolitan Museum of Fine Arts.

Cooper Institute.

X. Why does history need to be rewritten?

The history of

America.

the Colonies.

the relation of the Colonies and England.

the adoption of the constitution.

the Civil War.

the reconstruction period.

XI. Relation of History A, AA to other Courses in History.

History Courses

Required Course

General European History

I	I
3	3

General Electives

American		English		French		Contemporary		Ancient		American Political Literature		Northern Europe		Modern Russia		Historical Geography	
A	AA	B	BB	C	CC	D	DD	E	EE	F	FF	G	GG	H		J	
3	3	3	3	3	3	I	I	3	3	3	3	3	3	3		3	

Advanced Electives

Nineteenth Century		Renaissance		Reformation		Prehistoric Europe		Municipal Government		British Colonization		British Constitution		Civil Service		Historical Material	
K	KK	L	LL		M			O		P	PP	R			S		
3	3	3	3		2			3		3	3	3		3		3	

Lucy M. Salmon

SUGGESTIONS FOR THE YEAR'S STUDY

HISTORY R. S.

VASSAR COLLEGE

PART I

"Take these hints as suggestions, not as instructions, and improve on them as you grow in experience."

"Historical genius consists in an unlimited capacity for taking pains."

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HENRY MORSE STEPHENS

SUGGESTIONS FOR THE YEAR'S STUDY

HISTORY R. S.

PART I.

VASSAR COLLEGE

I. What the student brings to the advanced elective courses in history.

1. From one year's college work in history.

From the subject studied:

a bird's-eye view of Western Europe,
 an appreciation of historical developments,
 an understanding of the unity and continuity of history,
 historical prospective,
 a background for work in other subjects.

From the study of the subject:

ability to use books,
 to analyze material,
 to vivify history,
 to understand the difference between reading history
 and studying history,
 to appreciate the difference between history and historical record,
 to understand what the historian does in writing history,
 to connect the present with the past and the past with the present.

“The roots of the present lie deep in the past, and nothing in the past is dead to the man who would learn how the present comes to be what it is.”—*Stubbs*.

2. From the elective courses in American history.

From the subject studied:

a longitudinal view of the development of America,
 a knowledge of the interdependence of the history of America
 and of Europe,
 an understanding of the questions of the day,
 an appreciation of the causes that have led to the develop-
 ment of American literature.

From the study of the subject:

ability to prepare short topics representing a single idea, as
 one in bibliography, biography, geography, law
 making, treaty making, or other topics that are in-
 cluded in a work of history,
 to learn the processes of historical investigation,
 to discriminate in the use of books,
 to be independent in work,
 to gain in accuracy.

“ I have watched the work of graduates of col-
 leges from Canada to the Gulf, from New York to
 the Golden Gate, and the failing nearly all had to
 combat was a lack of accuracy.”

II. What the student should gain from Course R.

From the subject studied:

an understanding of one line of constitutional development
 and through it, general constitutional development,
 a cross-cut section of a single movement as affecting and as
 affected by the history of other developments,
 an understanding of the workings of the legislative, executive
 and judicial departments of the federal government,
 an understanding of the inter-relation of the federal, state,
 and municipal governments,
 an acquaintance with the political theories and practices of
 eminent statesmen,
 an appreciation of the importance of reform in the civil ser-
 vice,
 a knowledge of what constitutes good citizenship,
 a comprehension of the relation of special courses to the
 general course.

From the study of the subject:

ability to prepare one long topic which shall utilize the skill
 acquired in preparing numerous short topics,
 to do thoroughly one piece of work,
 to become familiar with certain classes of technical
 literature not previously used,
 to gain equipment for doing original work in history.

"To find things out for oneself is the very essen-
 tial of education."—*Percy Gardner*.

III. Material with which the student works.

1. Bibliographies,
Annotated, classified, complete, selected.
2. Histories,
General, special.
3. Personal records,
Autobiographies, biographies, correspondence, diaries,
journals, letters, memoirs, recollections, reports,
speeches, works.
4. Technical works.
5. Pamphlets and contemporary discussions.
6. Periodicals and newspapers.
7. Publications of societies,
national, state, municipal.
8. Documents,—
character,
legislative, executive, judicial.
scope,
federal, state, municipal.

IV. Definitions.

Distinguish between

Bill, resolution, joint resolution, concurrent resolution, act, slip law, session laws, statutes at large, revised statutes.

Senate journal, senate executive documents, senate miscellaneous documents, senate reports.

House journal, house executive documents, house miscellaneous documents, house reports.

Annals of Congress, Register of Debates, Congressional Globe, Congressional Record.

Concordat, convention, dispatch, instructions, memorandum, note, protocol, rescript, treaty.

Ambassador, attaché, consul, consul general, consular agent, legate, minister, nuncio.

Bill, decree, message, proclamation, ukase, irade.

Civil code, criminal code, Reports of Decisions in the Supreme Court of the United States, Official opinions of the Attorneys-General of the United States.

V. The topic.

1. Introductory.

Read a general sketch of the field in which the topic lies, written by a trained scholar.

Supplement this by a brief sketch of the topic itself.

Ascertain what materials exist for the study of the subject and begin the preparation of a rough bibliography.

2. Questions.

During the preliminary reading, prepare a list of questions including everything you wish to know in regard to the topic; add to these from day to day. These questions will serve as a working analysis of the subject.

Read with reference to answering these questions.

In reading, follow, in general, the order indicated under **III**.

3. Bibliography.

Begin at once to prepare a rough bibliography.

Include in it such works as you have actually used and found of help.

Annotate the bibliography as soon as you feel sure of your judgment of a work.

Keep a separate list of all works not in the college library that presumably are of importance in the study of the topic; include these with your bibliography, but indicate in some way that they are for future use.

Many valuable works, not in the college library, are found in the Poughkeepsie city library. This is one of the depositories for Government documents and hence its collection is much more extensive than that of the college. The librarian, Mr. J. C. Sickley, is always ready to give assistance and the college students are always urged to make the fullest and freest use of the facilities of the city library.

It is often possible to secure books from the State library, from the Library of Congress, and from the library of Columbia University. When such books are desired, Miss Underhill will render assistance.

Much material can be secured gratuitously on application to the proper authorities.

4. Objective point.

Find at the earliest moment possible the objective point of your topic.

Keep this objective point constantly in mind and make it the focus of all your study of the topic.

5. The topic.

Select a narrow field within the general subject assigned and exhaust the resources of the library on it.

Keep the topic well in hand from day to day; it can not be left to the last moment and completed to the satisfaction of anyone.

Read a newspaper every day; every topic studied embodies a question of present importance and current discussion will always throw light on it.

6. The summary.

Prepare a careful summary that states very clearly your position in regard to the objective point.

“Individual opinions should be subservient to demonstrable points of view.”

7. Foot-notes.

Authority should be given in a foot-note of every important statement of fact and every opinion quoted.

Explanatory or illustrative material may often be thrown into the foot-notes.

Use extreme care in referring to all authorities quoted.

8. Conferences.

At the end of the first week after the topic has been assigned, hand in

the questions prepared,

a tentative statement of what is the objective point of the topic.

a rough, working bibliography.

Keep your conference appointments punctually and have something definite to bring with you; it is difficult to give help when only formless notes are presented.

When in doubt, ask for assistance.

9. The Suggestions.

Remember that these hints are intended to be suggestive, not mandatory. The sooner you are able to discard them and substitute for them a method of your own, the better it will be.

VI. Object

of the historian
 in collecting material,
 in presenting material.
 of the reader of history.
 of the college student
 in required courses,
 in general elective courses,
 in advanced electives.
 of the graduate student.

VII. Methods of historical study.

Freeman, Edward A. *Methods of Historical Study*. London, 1886.

Langlois, Charles V. and Seignobos, Charles. *Introduction to the Study of History*. Translated by G. G. Berry, London, 1898.

—————, *Introduction aux Études historiques*, Paris, 1898.

Bernheim, Ernst. *Lehrbuch der Historischen Methode*. Fourth Edition, Leipsic, 1903.

Altamira, Rafael. *La Enseñanza de la Historia*, Madrid, 1895.

Letelier, Valentin. *La Evolution de la Historia*, Santiago de Chile, 1900.

VIII. Relation of History R. S. to other Courses in History.

History Courses

Required Course

General European History

I	I
3	3

General Electives

American		English		French		Contemporary		Ancient		American Political Literature		Northern Europe		Modern Russia		Historical Geography	
A	AA	B	BB	C	CC	D	DD	E	EE	F	FF	G	GG		H		J
3	3	3	3	3	3	1	1	3	3	3	3	3	3		3		3

Advanced Electives

Nineteenth Century		Renaissance		Reformation		Prehistoric Europe		Municipal Government		British Colonization		British Constitution		Civil Service		Historical Material	
K	KK	L	LL		M		O			P	PP		PP	R			S
3	3	3	3		2		3			3	3		3				3

4 Outlines *of* Sociology

By

ULYSSES G. WEATHERLY

Professor of Economics and Social Science

UNIVERSITY OF INDIANA

INDIANAPOLIS
THE HOLLENBECK PRESS

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HENRY MORSE STEINHEIM

An inherited drill makes modern
nations what they are ; their born structure
bears the trace of the laws of their fathers.

BAGEHOT, *Physics and Politics*.

NOTE

The study of Sociology has been hampered by lack of consistent agreement as to the exact scope and content of the science. Is it concerned primarily with social process or with social structure? Of the two men whose names stand first among the pioneers of the science, Comte emphasized the philosophical element, Spencer the historical and descriptive. The predominant trend among recent French and American scholars has been in the direction of social philosophy rather than of social history. Nevertheless, of all the work in the field of sociological scholarship that of Spencer remains the most fruitful, despite wide dissent from many of his conclusions. The reason for this lies, doubtless, in the fact that, while his investigation is confined to the too-narrow field of the lower levels of culture, it at least attempts to deal with concrete facts, and is susceptible of definite tests. From the psychological group, on the other hand, brilliant as their individual efforts have been, it must be confessed that the results thus far have been disappointing. The charge that the current Sociology is a compound of a bankrupt philosophy of history and a spurious psychology has had enough of the shadow of truth in it to bring to the nascent science some little discredit. Part of this odium, I venture to think, has been caused by the adoption of a harsh, complicated terminology, but more, probably, by an unnecessarily remote and abstract mode of dealing with social forces. Particularly have these difficulties manifested themselves in the consideration of the pedagogical side of the subject. Political Economy passed through the same troubled period, and is now emerging from it by the process of blending the inductive and deductive methods. No one is adequately equipped for the study of Sociology, certainly not for the teaching of it, who has not some definite knowledge

of Anthropology and Culture-History, as well as some correct training in Psychology.

The present outline attempts to group a few of the fundamental social facts and to suggest some interpretation of them. Such interpretation, it is believed, will be more fruitful if kept in close contact with the facts themselves than if given independently. Close association with facts lessens the taste for wide generalizations, while it breeds wholesome distrust of a philosophy which promises too much. The ambition to create a universal philosophy of things human, from breakfast foods to the immortality of the soul, is no doubt a laudable one, but it demands an equipment of knowledge which is in the nature of things impossible. The more modest task of seeking to understand a limited group of facts that are distinctively social in character is not so alluring, but it offers less danger of final disappointment.

Bloomington, Indiana, April, 1906.

U. G. W.

CONTENTS

Part I. Nature and Purpose of Sociology.

- I. Sociology and the Cognate Sciences.
- II. Development of Sociology as an Independent Science.
- III. Sociological Method.

Part II. Units of Society.

- I. The Family.
 - (a) Marriage and Kinship.
 - (b) Infancy.
 - (c) The Household.
- II. The State.
- III. The Church.
- IV. The School.
- V. The Town.
- VI. International Contacts.
- VII. Other Derivative Groups.

Part III. Basis of Society.

- I. Physical Environment.
- II. Population and the Social Environment.
- III. Embryonic Societies.
- IV. The Organic Concept of Society.
- V. The Contract Theory of Society.
- VI. Sovereignty.
- VII. Society and Numbers.

- VIII. Race.
- IX. Nationality and Patriotism.
- X. Language and Literature.
- XI. Æsthetics and Recreation.
- XII. Property.

Part IV. Social Forces and the Process of Socialization.

- I. Social Evolution.
- II. The Exceptional Man and Individual Initiative.
- III. Custom.
- IV. Imitation.
- V. Conflict and Compromise.
- VI. Selection.
- VII. Mutual Aid.
- VIII. Heredity.
- IX. Public Opinion.

Part V. Social Pathology.

- I. Type and Variation.
- II. Degeneration.
- III. Parasitism.
- IV. The Passive Abnormals.
- V. The Self-Assertive Abnormals.
- VI. The Unadapted: Exaggerated Individualism.
- VII. The Mob: Morbid Sociality.

PART I

NATURE AND PURPOSE OF SOCIOLOGY

I. Sociology and the Cognate Sciences.

Definitions: Society, the regulated contact of men in groups; mere physical juxtaposition contrasted with association.

Sociology concerned with the phenomena connected with the organization and discipline of men in groups.

Etymology of the terms used.

Sociology uses much of its material in common with the sciences of Biology, Anthropology, Psychology, History, Economics, Politics and Ethics: special relation to Psychology and History.

The distinctive point of view of Sociology: the social sciences and the science of society.

II. Development of Sociology as an Independent Science.

Its right to be classed as a science: the various tests proposed; the physical and mathematical sciences contrasted with the several social sciences.

Not a new field of study: it has existed wherever man has thought systematically on the facts of association; Plato, Aristotle, political philosophy, the utopians, Rousseau, industrial reform movements of the early nineteenth century.

Comte and his classification of the sciences: the naming of Sociology.

Herbert Spencer : his method ; his contributions.

Le Play and his followers.

Schaeffle, Ratzenhofer, Gumpłowicz.

The socialists.

Recent contributions and tendencies : De Greef, Mackenzie, Tarde, Ward, Giddings.

III. Sociological Method.

The question of emphasis : social structure or social process.

Induction : historical and descriptive Sociology ; classification of facts ; sources.

The deductive method : extent of actual achievement ; the value of hypotheses.

Sociology both a science and an art : "pure" and "applied" Sociology ; the quest of facts and the quest of laws.

The static and the dynamic method : social progress.

Special sociologies.

Wide range of subject-matter : need of strict delimitation.

Practical utility of Sociology, and utility as a discipline.

PART II

UNITS OF SOCIETY

I. The Family.

The family is the primary social unit: it is, in some form, the earliest developed group, and it is the common ground of Biology and Sociology.

(a) *Marriage and Kinship.*

Improbability of an original promiscuous horde.

Group marriage: the endogamous group; exogamy and the matriarchal system; systems of relationship; totemic groups.

Marriage by capture: ceremonial survivals.

Marriage by purchase: economic value of wives; the dowry.

Polygamy: polygyny, polyandry; causes which produce each.

Development of paternal descent: the polygamous patriarchal family; the family name.

Growth of monogamy.

The marriage ceremony: marriage as sacrament and as contract; why the civil ceremony is required in some modern states; mixed practices in the United States.

Permanence of marriage: divorce; practices among primitive peoples; the modern idea of divorce; attitude of the church; divorce reform.

The social position of woman: undervaluation of female children.

Legal position of woman as to civil rights and as to property.

(b) *Infancy.*

Filial love common to man and most animals.

Prolongation of infancy as a socializing force: influence on permanence of marriage and on social organization.

Authority of parents: the Mosaic code; the Roman *patria potestas*; legal age of majority.

Communal care of children: Sparta; modern proposals; poor success of institutional care of infants; childhood flourishes best under strongly individual treatment.

Legal position of children: the state delegates control to parents, but may resume it in case of death or failure of parents; the ultimate authority of the state may always be invoked.

The birth-rate and the death-rate among children: infanticide; control of population as a social right; elimination of the defective and superfluous.

Ceremonies connected with birth and naming: legal registry of births.

(c) *The Household.*

Relation of house-life to the form of the family group.

The communal household.

The patriarchal group, where house-life is shared by kindred sub-groups.

Dependents and slaves.

Domestic industry: division of labor; the work of women.

Habits as to food-getting and sleeping.

Hospitality: marriage and funeral feasts; the guest and guest-friendship; modern "dining" and "social functions."

Domestic architecture: why usually inferior to public architecture.

The housing problem: modern urban tenements; apartment houses, and family hotels.

II. The State.

Certain animal groups exhibit organization and discipline: man probably emerged with some definite social instincts and aptitudes.

Double aspect of the state's function: (1) social control, (2) social co-operation: the first chiefly characterizes the earlier periods, the second the periods of increased socialization.

Origin of the state in the family and in kinship: kinship groups; wide extent of the legend of descent from a single great ancestor; survival of the fiction of blood-kinship; transfusion of blood in the ceremony of adopting new members; modern naturalization.

The totemic clan: the phratry; the tribe; confederation of tribes.

The chief and development of kingship; war as an agent in developing subordination and leadership; co-ordinate chiefs of sub-groups gradually subjected to one who possesses masterful ability in war.

Classes: the elders; orders of nobility, founded on military powers, later on birth; wealth as the basis of a dominant social class.

The general mass: assembly of the freemen; democratic leadership.

Legislation: mythical law-givers; tendency to personal-

ize all social achievement; machinery of legislation as an expression of the social will.

Justice: right of the strongest; custom and convention; codification; growth of the idea of rights.

Self-government: central authority and local authority; control of lesser units by the greater; provincial governors; machinery for exercising authority of the central government; state constabulary; state control of municipal police.

III. The Church.

Place of religion in social growth: religion as the creator of institutions.

Ancestor-worship: influence on social progress; reverence for the dead; funeral rites; the tomb as a shrine; monuments.

Family religion: the hearth; family gods; religious element in marriage.

Religion and national life: mysteries; initiatory ceremonies; temples and shrines as centers of social life; holy cities,—Jerusalem, Mecca (*Lhasa*); pilgrimages.

The priesthood: place in economic and civil polity; gradual growth of a distinct priestly caste; the shaman or medicine man; oracles; influence on national life; the theocratic state.

The state church: unity of creed; variety of creed; coercion and toleration; separation of church and state.

Voluntary religious groups: the principle of individual judgment and of self-government; religious orders.

Morality: question as to origin of moral ideas; reverence for custom sanctioned by antiquity; influence of war and the food quest; taboo; absence of abstract ethical element in primitive religions; slow growth of religious sanctions; ultimate merging of the religious and the ethical elements.

IV. The School.

Education originally an individual or family matter.

Association of education and religion: the church as a pioneer in education; early institutions of learning founded by religious interests; modern types, parochial schools, denominational seminaries and colleges; institutions supported by special groups (fraternal orders, etc.).

Emergence of the idea of the general social value of education.

Public schools: the state's duty; voluntary attendance. Public schools: the state's right; compulsory attendance; basis of the state's right to require school attendance; is it co-ordinate with the right to require military service?

Religious education by the state: Germany as an example of such education where unity of creed does not exist.

The state's claim to monopoly of the educational function (France): historical development of this position.

Public control of professional education where such education is the gateway to a profession requiring social control: law, pharmacy, medicine, theology.

Moral education: religion in the schools of a heterogeneous democracy.

Social aim of all education.

V. The Town.

Transition from nomadic to stationary mode of life: agencies affecting the location of towns.

The horde village: the kinship village; the village community; common lands.

The city state: federation of towns.

The city as a subdivision of a larger political body: the capital city; predominantly rural and predominantly urban states.

The growth of cities: rural depopulation; causes: urban aggregation in the United States, England and Germany.

Special characteristics of urban life: more contacts, higher degree of socialization; consequent necessity of greater social control; volatility of the urban mind; tendency to frenzies and revolutions; national control of capital cities (e. g. Paris); political significance.

Municipalization of enterprise: the problem of municipal control and of municipal ownership.

Why there is a special municipal sociology.

The theory of urban selection.

VI. International Contacts.

Primitive communities often isolated: vague ideas of the rest of the world; often they regard themselves as the real population of the world, the tribal name signifying simply "men": (Eskimo, "Innu") ; wide extent of the belief that the home land is the center of the world: Delphi, Mecca, China.

War, primarily working as a separating force, in the end leads to agreements and treaties; intertribal agreements; truces; rules of warfare; messengers and heralds.

Treaties: peace ceremonies; hostages; ambassadors and consuls; arbitration.

International exchange: the merchant class; barter at the frontiers; trading caravans, trade routes; markets and ports; fairs; navigation; trade regulations.

Travel: primitive attitude of hostility to strangers; growth of comity.

Scientific and cultural association: universal character of fundamental psychic facts; international learned and philanthropic societies; growing consciousness of the cosmopolitan character of culture.

Fashions, national and international: standards of dress and of conduct in relation to a world type.

Larger class interests: the class as a bond of union rather than the geographical nation; the International Association of Workingmen of 1864; recent attempts to unite the proletariat of the nations.

International arbitration: the germ of a federated world-state.

VII. Other Derivative Groups.

How voluntary groups are constituted:

(a) Groups based on inherent characters.

(b) Groups based on intelligent volition.

The caste: origin; race, color, occupation; orders of nobility; superior and inferior races; social "sets."

Secret societies: earlier religious significance; the fraternal orders.

Political groups: machinery for manipulating masses in political action; party organization; the boss.

Clubs: (a) for purely social purposes; (b) for personal recreation and culture; (c) for the promotion of class or special interests; (d) for the advancement of knowledge and research.

Economic groups: business organizations; associations for protection or promotion of economic interests; crafts, guilds, trade unions, professional societies.

Single local groups and federated groups: forms of organization and government; growth of machinery of management; centralizing tendency.

Esprit de corps: means of promoting solidarity; use of banners, badges, costumes.

PART III

BASIS OF SOCIETY

I. The Physical Environment.

Buckle's classification of modifying agencies: climate, food, soil, general aspect of nature.

Reaction of physical forces on mode of life: on migration; on trade and travel; on density of population.

The food-quest: lowest stages of co-operation; increasing division of labor and its consequences.

Modification of social forms accompanying change to a new environment and to new modes of life: the hunting and fishing, the pastoral and the agricultural stages.

Psychic reaction of environment on man: the animal world, the vegetable world, physiographic features.

Supremacy of nature over man in the lowest stages of culture: increasing mastery of man over natural forces with advancing civilization; gradual subjugation of nature through endless modification and adaptation.

II. Population and the Social Environment.

How specific populations are formed: genetic aggregation and congregation.

The natural increase of population: the natural rate; the Malthusian principle and its applications; defects in Malthus' theory; the Neo-Malthusian movement.

Character of societies in which natural selection determines survival: the application of intelligent guidance to rate of increase.

The standard of life as affecting birth-rate: the case

of France; birth-rate as modified by changing economic conditions; a declining birth-rate not necessarily alarming; a high birth-rate may be a social danger.

Emigration: expulsive forces; colonization; sporadic emigration; forced emigration (religious persecution, political struggles).

Immigration: attractive forces; varying levels of economic welfare; gains from immigration; modification of the social type; intelligent control of immigration; basis of the right to exclude specific classes; social assimilation the ultimate standard.

III. Embryonic Societies.

Social tendencies of children: how far the result of imitation, how far instinctive; mimic groups; gangs; what determines mastery and leadership among boys; the boy's ideals of a desirable social state (Indians, cow-boys).

Anti-social tendencies among children: the child not naturally completely socialized; repugnance to control and discipline; truancy; the artificial restraints and concessions only gradually acquired; period of revolt in the boy's life; gradual subsidence of excessive individuality and acquisition of sociality.

The socialization of new groups: the frontier; first phase of struggle; dominance of the strongest; informal agreements as to conduct and property; rude justice,—the "vigilance committee;" clear recognition of the identity of individual and common interest; gradual transition to organized social control. (California gold camps of 1848, and other similar groups before the coming of organized political machinery.)

Supplemental social action where organized machinery is inadequate: private schools, volunteer care of streets and roads, private fire and police protection.

IV. The Organic Concept of Society.

Exponents of the theory: Spencer, Schæffle, Ratzenhofer.

Hobbes: "A Commonwealth, . . . in which the sovereignty is an artificial soul, as giving life and motion to the whole body; the magistrates and other officers of judicature, artificial joints; reward and punishment, by which fastened to the seat of the sovereignty every joint and member is moved to perform his duty, are the nerves that do the same in the body natural."

Spencer's analogy: (1) the sustaining system (industrial organization); (2) the regulating system (rulers and defenders); (3) the distributing system (transportation and exchange).

Differing forms of unity: complexity and correlation not necessarily organic.

The grouping of "organs" and "functions" of society.

Analogies between animal and social structures and functions: birth, growth, decline, death.

Value of the analogical method of thought and expression: real utility of the organic concept; dangerous when carried so far that analogy is confused with identity.

V. The Contract Theory of Society.

Historical development of the theory:

- (1) Hobbes and absolute monarchy.
- (2) Locke and limited monarchy.
- (3) Rousseau and extreme democracy.

Political movements connected with each of these forms of the theory.

Rousseau: "To find a form of association which shall defend and protect with the public force the person and property of each associate, and by means of which each, uniting with all, shall obey, however, only himself, and

remain as free as before." . . . "Each of us gives in common his person and all his force under the supreme direction of the general will; and we receive each member as an indivisible part of the whole."

The individual will and the social will: permanence of the social organization; in what sense individuals born into a society give formal assent to any contract; naturalized persons do so in the oath of allegiance.

Hence the theory is stronger as a possible explanation of the origin of certain societies than of existing societies.

Business contracts and agreements: how different from social obligations.

Yet there are many elements in social organization that are based on contract: marriage, official service; use of the oath, bond, pledge.

VI. Sovereignty.

Basis of social control in primitive societies.

Form of organization in relation to the social will: autocracy, oligarchy, democracy.

Tendency toward personalization: consequent prevalence of monarchy; religious sanction of autocracy; the divine right of kings.

Greek ideal of the paramount interest of the state and effacement of the individual will.

Sovereignty in a democracy: in practice the modern state is a compromise, certain rights being accorded to the individual; but in the last analysis the state is absolute, and there are no inalienable rights (compulsory military service, right of eminent domain).

The question as to a divided sovereignty: Rousseau's rejection of the idea: "For the same reason that sovereignty is inalienable it is indivisible; for the will is general or it is not; it is the will of the body of the people, or of only a part of it. In the first case this declared will is an

act of sovereignty and makes law ; in the second it is only an individual will, or an act of magistracy."

Recent German opinion.

Sovereignty in a federal state: Germany, Switzerland; position of the federal and state governments in the United States.

Unanimity of opinion not involved in the question.

VII. Society and Numbers.

Low degree of socialization accompanying a sparse population: simplicity of early societies and of thinly-peopled districts.

Growing complexity with increasing numbers, because of more numerous points of contact: development of ceremony, custom and etiquette.

Growth of social control: history of legislation in typical states; why crowded centers require special regulations; urban growth has necessitated extension of public functions; municipal control of industries as a result of this.

Psychic reaction of massing of population: less introspection; greater degree of cooperation; specialization of taste and function; decline of individualism; development of class consciousness.

VIII. Race.

Difficulty of defining race: does it correspond to "variety" in Biology? Physical type and psychic temperament.

Anthropo-sociology (Lapouge, Ammon): race-type as related to:

- (a) Distribution of wealth.
- (b) Social stratification.
- (c) Domicile and migration.

Race purity practically non-existent : fallibility of physical tests when applied to individuals.

Contact of so-called superior and inferior races : decline of "inferior stocks" ; causes other than physical ; the conflict really one of civilizations rather than of physical types.

Fusion of races : resulting advantages and losses ; hybrid peoples ; difficulty when the types are too divergent ; race assimilation.

Race consciousness : color or distinct physical type ; language ; history.

IX. Nationality and Patriotism.

"Our nationality is what time has made of us, in making us live together through the centuries, in giving us the same tastes, in leading us through the same vicissitudes, in giving us throughout the centuries common joys and common sorrows."—Thiers.

"To have a common glory in the past, a common will in the present, to have done great things together, to desire to do still more."—Renan.

National consciousness the result of sentiment and the product of experience : similarity to sense of family relationship.

Combination of geographical and historical elements.

Assimilation of new members : why education plays so great a part ; national history ; language ; songs.

National types : conflict of types ; tendency of dominant types to absorb or obliterate the weaker ; impossibility of the coexistence of hostile types within the same unit.

Nation and state : mixed-race states possible, mixed-nation states an anomaly : "Free institutions are next to impossible in a country made up of different nationalities."—J. S. Mill.

X. Language and Literature.

Language an instrument of communication: sign language; articulate speech.

Community of language makes social cooperation easier but is not necessary to it: examples of polyglot societies; socialization requires free communication but not unity of speech (Belgium, Switzerland).

Literature the expression of a deeper psychic unity: national literatures in relation to national life and sentiment; folk literature, national songs, romances, proverbs: dialect and folk-speech.

Literature as an index of temperament: literary types; literature as a means of interpreting social self-consciousness; the literary man as a national hero.

Cosmopolitan literature: weakening of national patriotism through a knowledge of world-literature; literary culture and cosmopolitan sympathy.

XI. Aesthetics and Recreation.

Basis of individual æsthetic pleasure: æsthetic enjoyment, however, largely a social matter, the result of contact of minds.

Personal adornment with relation to effect on others: decoration for special occasions; decoration for war; costume.

Music, pictures, sculpture: their use in ceremonial; their use in fostering national sentiment.

Commemorative art: monuments, tablets, medals.

Architecture: public buildings and grounds; temples, churches; emphasis on the artistic rather than the utilitarian element.

Festivals: periodical gatherings; banquets (college alumni, fraternal orders, industrial groups).

Games : national athletic contests ; championships ; athletic contests and national unity (Olympian games) ; sports peculiar to certain peoples (bull fights, cricket, base-ball).

Athletics in educational institutions : unifying influence ; the development of "college spirit."

Mimetic games : children's games ; symbolic games.

The drama : the religious play of primitive societies ; mysteries ; folk plays ; educational uses of the drama ; national theaters.

XII. Property.

Definition : free and economic goods.

Extent of primitive communism : beginnings of appropriation ; classes of goods appropriated ; the recognition of individual ownership ; theft and its treatment among primitive peoples ; property marks.

The land : is it a free good ? systems of land tenure ; public lands ; eminent domain ; special nature of the land problem in urban communities.

Environment as affecting property : physical environment ; social environment ; increase of values with growth of society ; claims of the individual and of society to the increment ; the rent problem.

Public property : public buildings and equipment ; shall social ownership be confined solely to goods used for administrative purposes ? public ownership and operation of public utilities ; society's share in all enterprise.

The socialist programme : distinction between production and consumption goods ; individual ownership as a stimulus to progress.

Modern experiments in communism : causes of general failure.

The fundamental issue between individualism and socialism.

PART IV

SOCIAL FORCES AND THE PROCESS OF SOCIALIZATION

I. Social Evolution.

"Evolution is a change from an indefinite, incoherent homogeneity to a definite, coherent heterogeneity, accompanying the dissipation of motion and integration of matter. . . . Like evolving aggregates in general, societies show integration, both by simple increase in mass and by coalescence and recoalescence of masses. . . . With progressing integration and heterogeneity goes increasing coherence. . . . Simultaneously comes increasing definiteness."—Herbert Spencer.

"The states are as men are; they grow out of human character."—Plato.

The social mind: it is distinct from the individual mind and is more than the sum of individual minds.

Socialization both a natural and an artificial process: the race at any moment possesses the sum of past achievements and experiences; each individual must pass through the process of adjustment; Comte's statement of the periods of world history; the recapitulation theory.

Mackenzie's statement of the stages of socialization: (a) subjugation, (b) liberation, (c) organization.

"Projected efficiency" (Kidd): the capitalization of achievement.

II. The Exceptional Man and Individual Initiative.

Conflicting views on the great man theory.

"Universal history, the history of what man has accomplished in this world, is the history of great men who have worked there. They were the leaders of men, these great ones; the modelers, the patterns, and in a wide sense creators, of whatever the general mass of men contrived to do or to attain."—Carlyle.

Mallock's more scientific treatment of the great man theory in relation to social achievement.

Herbert Spencer's opposite view: "He (the great man) is a resultant of an enormous aggregate of forces that have been cooperating for ages. . . . All those changes of which he is the proximate initiator have their chief causes in the generations he descended from."

Personalization of achievement a universal tendency: association of striking events with the names of rulers or favorite heroes; history is handed down among primitive peoples only as it is made dramatic.

Hero worship: leaders who embody social ideals; hero myths; types of the national hero.

The inventor: the genius.

III. Custom.

Based sometimes on physiological causes, sometimes on experience and habit.

Reverence for antiquity: survival of the antique in religious ceremonial; respect for ancestral practice,—relation to ancestor worship; survival of customs after original meaning has been lost.

Why unfamiliar customs seem absurd: tendency to despise and undervalue foreigners.

How habits become mechanical: formulas and practices change slowly.

Creeds: why usually behind the real thought of the times.

Manners: forms of conduct and address; ceremonial; the canons of politeness.

Customs arising from economic necessity.

Custom as a disciplinary force: formulation of general ideas into habits and rules of conduct.

Custom and law: transition from practice to legislation; custom and morality.

IV. Imitation.

The repetition of social phenomena: Buckle's conclusions as to regularity of occurrence; Tarde's three forms of universal repetition: (a) undulation, (b) generation, (c) imitation, (vibratory, hereditary and imitative repetition).

Tarde's formulas: (a) repetition, (b) opposition (c) adaptation; the grouping of social phenomena; the rise, progress and decline of "movements."

Suggestion: the function of leadership; catch-words, party cries, platforms, creeds.

Fashion: "what everybody does because everybody does it;" how fashions are set; fashion centers; fashion as an economic influence; fads.

Frenzies, ecstasies: the appeal to emotion in religious and political movements; legitimate uses of this appeal.

V. Conflict and Compromise.

Objective competition: war the crudest form of competition; war for its own sake; athletic contests.

Beginnings of accommodation: regulation of terms of

struggle; acceleration of civilization when war becomes the exceptional rather than the normal state.

Economic competition: the "tooth and nail" stage; "leonine society" and the mastery of the strongest; wastes of industrial competition; lessening of competition through agreements; industrial combination; cooperation.

Political competition: in earliest societies a single dominant interest generally prevails, connected with a leader or party; peaceful balancing of many interests in advanced societies; party and factional struggles; equilibrium maintained by accommodation; civil war and disruption where such equilibrium is impossible.

Compromise: the rôle of discussion; consulting bodies, democratic assemblies, the representative system; majority rule.

Gains through competition: moderation through attrition; variety of interests; individual self-realization.

VI. Selection.

Natural selection: "the reasonable sequence of the unintended" (Mallock); the laws of selection; survival; sexual selection; evolution of favorite types.

Intelligent selection: increasing power of self-direction and adaptation with growth of intelligence; natural selection never wholly eliminated; organized intelligence directed to lessening wastes of natural selection; lower birth-rate and lower death-rate in advanced societies.

Social selection through legislation: formal application of known facts; value of the social sciences as a guide to legislation; social telesis; the demonstrated fact and the ideal.

Selection and benevolence: changing ideas as to fitness

for survival; modern philanthropy; Spencer's arraignment.

VII. Mutual Aid.

Individualistic struggle not universal even among animals: examples of mutual aid (Kropotkin); care of the young; cooperation in danger or crisis.

Among men mutual aid appears in the earliest stages; cooperation in food-getting and defense; solidarity of the family, clan, state; size of the group to which sympathy is confined; blending of the narrow group-interest with universal fraternity; influence of the greater religions.

Mutual aid based primarily on self-interest: associations of professional men, merchants, scholars; labor organizations.

Mutual aid based primarily on altruism: sympathy for suffering; pity; benevolent associations; education in philanthropy.

The sense of kind: broadening of the idea of "kind"; international sympathy and aid in distress.

VIII. Heredity.

Application of intelligent foresight to improving the human breed.

The science of Eugenics: "It deals with all influences that improve the inborn qualities of a race; also all those that develop them to the utmost advantage."—Galton. "The science which deals with those social agencies that influence, mentally or physically, the racial qualities of future generations."—Id.

The distribution of ability: geographical distribution; distribution by families; Galton's plan of subsidies to couples of special promise.

The individual and the mass : productivity of the exceptional man ; is he worth cultivating at social expense ?

Fragmentary legislation in the United States : the marriage of near kin ; marriage of defectives and delinquents.

Heredity of acquired characters ; the Weismann controversy.

IX. Public Opinion.

The social mind : consciousness, will, judgment.

Reaction of the mass on the individual mind : the contact of minds ; the social mind not the mere summation of individual minds.

The basis of judgment : informal consultation ; formal consultation ; assemblies, the tribal house, the marketplace, the council chamber.

The diffusion of intelligence : the theater ; the public oration ; pamphlets, books, newspapers, magazines ; party organs ; the platform.

Organization of public opinion : the appeal to interest, to the emotions, to the judgment ; intelligent guidance of opinion ; the utility of parties.

Public opinion in a democracy : dangers from uncritical judgment and from volatile emotion ; gains from responsibility and training ; the ballot.

PART V

SOCIAL PATHOLOGY

I. Type and Variation.

Biological types: limited range of variation.

Psychic and social types: greater range of variation, due to greater complexity of elements and greater capacity for modification and combination.

The human type, physical: color, stature, proportion, organs, functions.

The human type, social: range of individual peculiarities within normal limits; simple or complex character of the society as determining probability of variation; difficulty of determining type and of measuring variation.

What constitutes normality: the question one of degree of variation, not of absolute conformity.

Increased heterogeneity requires increased power of accommodation: the scope of legislation in defining normality and abnormality.

II. Degeneration.

Generally the opposite to evolution, but may accompany evolution, the function being better performed by some other agency, or the organ being supplanted by a better-adapted one.

Degeneration of the whole organism: degeneration of particular parts.

Causes: disease, old age, disuse, absence of stimulus, change of environment.

Degeneration of societies : whole societies ; communities within a normal society ; "bloom periods" and periods of decline ; youth and age.

Effects of migration : normal and vigorous elements often drawn off, leaving original mass at a lower level ; undue amount of degeneracy in stationary or declining communities.

Economic conditions : influence on the creation of positive causes of degeneracy, and on the quality of the population.

Excessive development on special lines as a cause of partial or complete degeneration : genius ; over-specialization.

III. Parasitism.

Organic parasitism : degeneration of parasitic individuals ; influence on the host.

Analogies between organic and social parasitism (Massart) : (a) nutritive parasitism, (b) exploitation of energy, (c) mimetic parasitism.

Possible benefits : leisure, relaxation of the struggle for existence, achievement otherwise impossible ; such benefits tend to disappear within a very few generations.

Parasitic classes : fallacy of regarding as parasites those not engaged in direct production ; intangible social services numerous in a developed society ; those classes parasitic which contribute less than their share or which consume more.

The leisure classes : value of leisure ; leisure based on special privilege ; based on wealth ; over-consumption as a result of leisure ; the plea for and against luxury.

The idle and vagrant : beggars, tramps, gamblers ; the overburdening of the productive through the idleness of the parasitic classes.

IV. The Passive Abnormals.

Defectives: among wild animals and in the earlier human stages defective individuals eliminated by natural selection, or by volitional action; the weak, the old, deformed infants, the superfluous.

Physical vigor the chief requisite in savagery: small range of activities open for a career; modern societies offer a complex division of labor; many individuals formerly useless find a fruitful field of labor.

Certain classes still remain unproductive: the physically and mentally unfit; infancy and old age inevitably unproductive; human wreckage; the cost of progress.

The test: self-direction and self-support, actual or potential.

Social care of defectives: possible reaction of charity on conscience; philanthropy as an accompaniment and cause of civilization; real weakening of the physical average, compensating elevation of the psychic average.

Public and private charity: conflict and co-operation; charity organization.

V. The Self-Assertive Abnormals.

Crime: what it is; the individual and the social will; crime and the law; growth of criminal law.

Crime and progress: law never perfectly adjusted to intelligence and ethical standards; when a law becomes antiquated crime may be a proof of advanced thought; reformers and revolutionists.

Apparent increase of crime in highly developed societies: dangers of the statistical method; increasing social control and lessening of personal liberty; complexity of restraints necessary in densely-populated areas.

Modern penology: survival of the vindictive element

in punishment; the principle of reformation; the attempt to adjust the criminal mind to prevailing standards; the instinctive criminal; permanent segregation as a possible remedy.

The juvenile delinquent: discipline and adjustment; special methods of treatment for juveniles; juvenile courts, the probation system; occupation and stimulus.

VI. The Unadapted: Exaggerated Individualism.

In a well-ordered society the great mass of individuals are able to conform to the type: some are unadjustable.

Societies based on a single principle (military, religious) demand rigid conformity: the unfitted or unwilling are excluded; resulting sameness of opinion and of interest; highly developed societies make possible a wide divergence of tastes and interests without loss of solidarity.

Changing standards: innovators in advance of their time; non-conformists whose special attitude has not yet received toleration; why innovators are persecuted; social inertia.

The opposition to existing social control: anarchy; extreme democracy; coexistence of radicalism and conservatism in every society.

Necessary limitations on individual self-expression: defects of extreme individualism as great as those of over-government.

VII. The Mob: Morbid Sociality.

Analysis of the mob mind: "law of the mental unity of crowds," Le Bon; contagion and suggestion; the individual "is no longer conscious of his acts. In his case, as in the case of the hypnotized subject, at the same time that

certain faculties are destroyed, others may be brought to a high degree of exaltation. Under the influence of suggestion he will undertake the accomplishment of certain acts with irresistible impetuosity."—Le Bon.

Mobility and credulity of the mob mind.

Reversion to savage and animal types: dominance of passion or impulse, submerging of judgment; mania and frenzy; lynching and other forms of mob-vengeance; riots.

Beneficent aspects of the mob mind: sordid individual interests may be submerged and supplanted by heroism and self-surrender to a great cause; why a "cause" is more effectively promoted by public meetings than by individual appeals; political rallies; religious "revivals"; reaction following excitement.

Correlation of the individual judgment and the social impulse: advantages of delay in public action; the bicameral legislature; conservative influence of written constitutions.

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